

**SCHOOL CONSOLIDATION COMMITTEE MEETING AGENDA**

**03/19/2024 04:00 PM**

Meeting Via Zoom Only  
OPEN SESSION - 4:00 P.M.

## AGENDA

The Sonoma Valley Unified School District adheres to the Americans with Disabilities Act. Should you require special accommodation or more information about accessibility, please contact the Associate Superintendent at 707-935-4249. All efforts will be made for reasonable accommodation.

We encourage the public to observe the School Consolidation Committee Meeting and provide public comment, and we have established a method that will allow the public to make comments using their own voice and words (rather than having written comments from the public read by District staff).

To join the School Consolidation Committee Meeting and provide public comment via Zoom, please join from a PC, Mac, iPad, iPhone, or Android device, please click this URL to join:

Zoom Link(<https://sonomaschools-org.zoom.us/j/92968063429>)

<https://sonomaschools-org.zoom.us/j/92968063429>

### 1. Meeting Norms

4

- Be on time
- Don't interrupt others
- Try to be on camera if feasible
- Use raised hand icon – Chairperson will call upon raised hands
- Keep comments concise; “just enough”
- Be open-minded
- Assume best intent
- Listen to understand
- Use facts, not emotion
- Stay on track with the agenda
- Add title to zoom display name if feasible

### 2. CALL TO ORDER - 4:00 P.M.


5

1. Committee Member Role Call (5 minutes)

6

### 3. REGULAR AGENDA

7

1. Perkins Eastman Presentation by Gavin D'souza (60 minutes) 

8

2. Review of Meeting Minutes - 02/27/2024 

93

3. Election of Chairperson (5 minutes)

97

The Chairperson will preside over each meeting and help guide the final committee report. The Facilitators will remain available to assist with the meetings.

## SCHOOL CONSOLIDATION COMMITTEE MEETING AGENDA

03/19/2024 - 04:00 PM

Printed: 03/14/2024 02:39 PM

4. Election of Vice-Chairperson (5 minutes) 98  
The Vice-Chairperson will assist the Chairperson in running each meeting (e.g., helping recognize when hands are raised), and will stand in for the Chairperson in their absence.
5. Election of Secretary (5 minutes) 99  
The Secretary will take notes at each meeting, prepare the meeting minutes, and prepare each meeting's agenda. This will all be done in conjunction with the committee's Facilitators, who will assist with these tasks.
6. Finalize School Evaluation Criteria (15 minutes) 100
7. Data Requests for Next Meeting (5 minutes) 105
- 4. NEXT MEETING (5 minutes) 106**  
Meetings time 4-6pm
- Future meeting dates.
- Tuesday, April 23, 2024
  - Tuesday, May 21, 2024
- 5. PUBLIC COMMENT (10 minutes) 107**  
Members of the audience may address the Committee on any related matter that is not on the agenda. The Committee will not take action on any issue raised during this section of the agenda, as much as Committee action is limited to posted agenda items. Speakers are requested to limit their comments to a maximum of three minutes.
- 6. ADJOURNMENT 108**

Writings relating to a School Consolidated Committee meeting agenda that are distributed to at least a majority of Committee members less than 72 hours before a noticed meeting, and that are public records not otherwise exempt from disclosure, will be available for inspection at the District administrative offices, 17850 Railroad Ave. Such writings may also be available on the District's website. (Govt. Code section 54957.5 (b)).

## **1. Meeting Norms**

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### **Quick Summary / Abstract**

- Be on time
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**2. CALL TO ORDER - 4:00 P.M.**

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**2. 1. Committee Member Role Call (5 minutes)**

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**3. REGULAR AGENDA**

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**3. 1. Perkins Eastman Presentation by Gavin D'souza (60 minutes)** 

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**Supporting Documents**

 Perkins Eastman - SVUSD Facilities Master Plan 2023



# Facilities Master Plan

SONOMA VALLEY UNIFIED SCHOOL DISTRICT  
SONOMA, CA

2023





# TABLE OF CONTENTS

<b>INTRODUCTION .....</b>	<b>3</b>
1.1 OVERVIEW	
1.2 PROCESS	
1.3 ENROLLMENT	
1.4 FACILITIES	
<b>ENGAGEMENT .....</b>	<b>11</b>
2.1 LEADERSHIP	
2.2 STAFF	
2.3 STUDENT	
2.4 PARENT SURVEY	
2.5 BOARD STRATEGIC PLANNING	
<b>STRATEGIES .....</b>	<b>17</b>
3.1 INTRODUCTION	
3.2 NEEDS	
3.3 EDUCATIONAL SPECIFICATION SUMMARY	
<b>MASTER PLAN.....</b>	<b>19</b>
4.1 PROJECTS & COST ESTIMATE SUMMARY	
4.2 SITE PROFILES	
4.3 POTENTIAL PROJECTS BY SITE	
4.4 COST ESTIMATE DETAILS	
<b>APPENDIX.....</b>	<b>51</b>
5.1 EDUCATIONAL SPECIFICATIONS	
5.2 MEETING NOTES	
5.3 DEMOGRAPHIC STUDY	
5.4 ALTIMIRA STRUCTURAL EVALUATION	
5.5 ALTIMIRA STRUCTURAL COST ESTIMATE	

## CONSULTANT TEAM

### PERKINS EASTMAN

Patrick Davis	Principal In - Charge
Kimberly Coffeen	Principal & Project Manager, AIA, ALEP
Joshua Jackson	Planner & Engagement Specialist, AICP
Gavin D'Souza	Design Strategist

# 1. INTRODUCTION

## 1.1 OVERVIEW

The Sonoma Valley Unified School District Facilities Master Plan is a vision to improve spaces and facilities for students, staff, and the SVUSD community as a whole. In the 2022-2023 school year, there were 11 schools that made up the district, including two charter schools.

This Facilities Master Plan (FMP) describes an overall strategy for using facilities moving forward, and identifies improvement recommendations to align the school facilities with the educational, operational and demographic needs of the district.

Based on the Board of Trustee's strategic direction, this FMP incorporates enrollment trends, facility usage, and existing conditions to address SVUSD's needs with forward-looking site-specific and portfolio-wide plans. The recommendations of this FMP support the priorities of the district and will help Sonoma Valley Unified Schools achieve success far into the future.

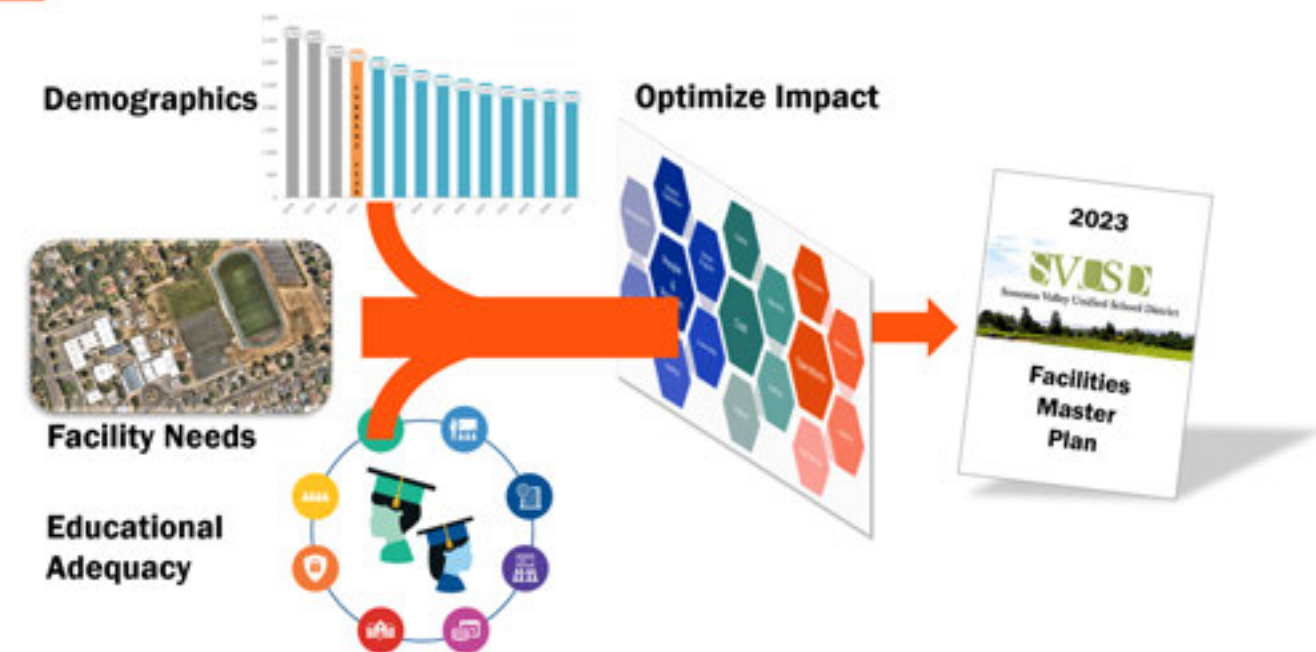
The fundamental challenge faced by SVUSD has been the significant and ongoing decline in enrollment. To address this, Sonoma Valley Unified School District's leadership has described a pathway to achieve quality schools by focusing its resources into a consolidated set of schools. The framework of this is to:

- Consolidate the Dunbar Elementary School program to the El Verano campus
- Relocate the Woodland Star Charter School program from Altimira the Altimira campus to the Dunbar campus
- Evaluate:
  - The feasibility of consolidating the Altimira and Adele Harrison Middle School programs at a single campus; and
  - The feasibility of consolidating all elementary school programs at 3 campuses; and
  - The potential for either TK-5/6-8 grade or TK-6/7-8 grade configurations in the above options.

The body of this Facilities Master Plan includes the outcomes of the Planning. The appendix of this document includes resources to assist and support subsequent capital planning efforts.



### Master Plan Approach



## 1.2 PROCESS

Through 2022 and 2023, the Sonoma Valley Unified School District FMP was developed with input from:

- Analysis of demographics and enrollment projections produced by Davis Demographics (2021)
- Analysis of past and planned investment in facilities
- On site observations to document, room use, facility conditions, and educational adequacy of each campus
- In-person stakeholder engagement with leadership, families, students
- Online surveys
- Strategy sessions with the Board of Education

### Guiding Principles

Six Guiding Principles were established at the project outset in collaboration with District leadership, and validated in engagement with community stakeholders. These principles serve as a framework for decision making over the course of the planning process. They were employed in evaluating strategies for inclusion in the Master Plan, and can continue to be used as the district prioritizes projects for implementation.

### Strategic Planning

Engagement with the Board of Education indicated a need for Strategic Planning to inform the Facilities Master Plan, and Perkins Eastman assisted the district with this effort in the Spring and Summer of 2023.



**A Unified District**



**Wellness of the Whole Child and the Community**



**An Inclusive Student Focused Approach**



**Forward Thinking Learning Environments**



**Valued Community Assets**



**Fiscal Responsibility**





## 1.3 ENROLLMENT

### District Wide

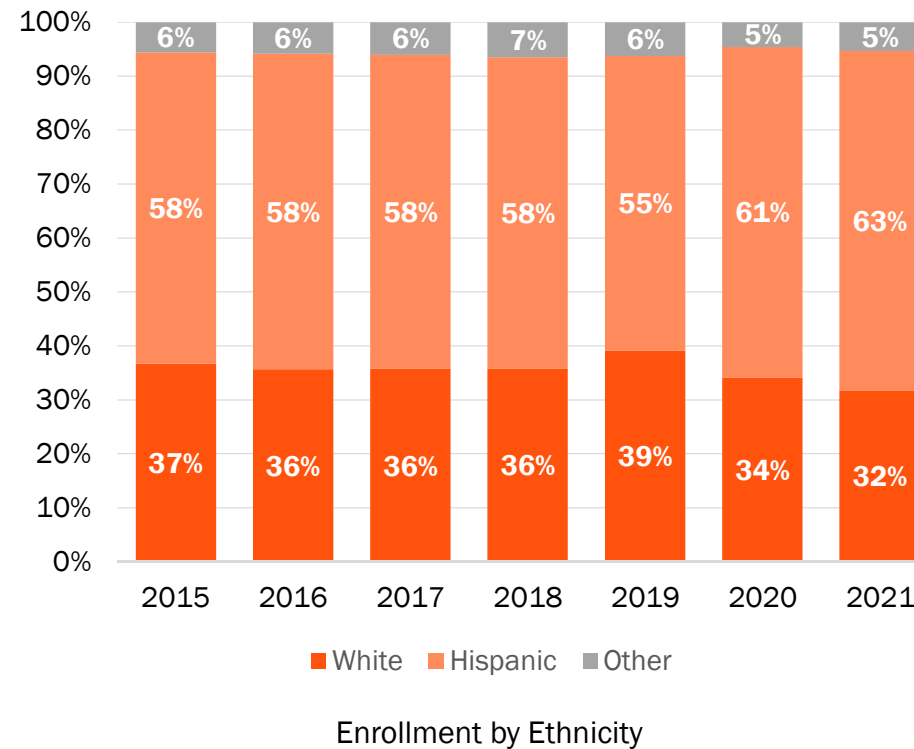
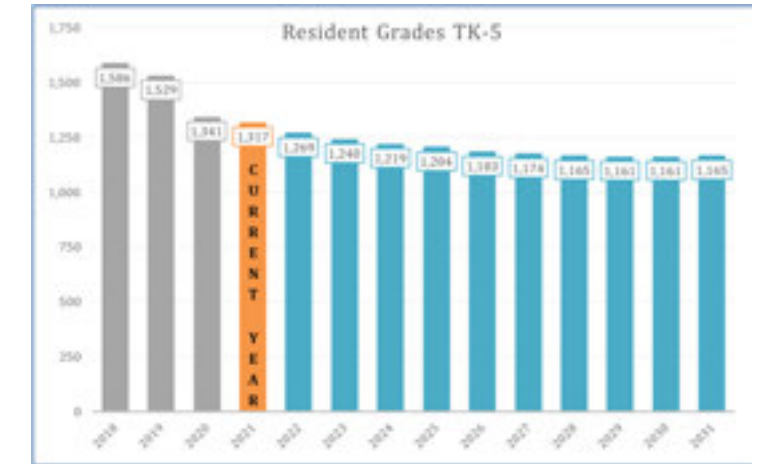
District has been going through a reduction in its enrollment rates. From a total enrollment of more than 4,500 students in the 2016-2017 school year, the California Department of Education indicated a total enrollment of only 3,600 students in the 2022-23 school year.

Per the demographic study conducted by Davis Demographics in 2021, this downward trend is projected to continue for the next decade, following a reduction in birth rates. This downward decline has been seen across Districts in California, and has been particularly acute in coastal areas, the San Francisco Bay Area and surrounding counties.

For the purposes of Master Planning, SVUSD should anticipate ongoing enrollment decline for the upcoming ten-year planning horizon.

### Ethnicity and Language

The District is predominantly Hispanic and the past five years has seen an increase in the relative percentage of Hispanic students. This demographic trend has contributed to the popularity of SVUSD's bilingual immersion programs and contributed a distinctive cultural element to SVUSD programs.



# 1.3 ENROLLMENT

## Enrollment Trends by School

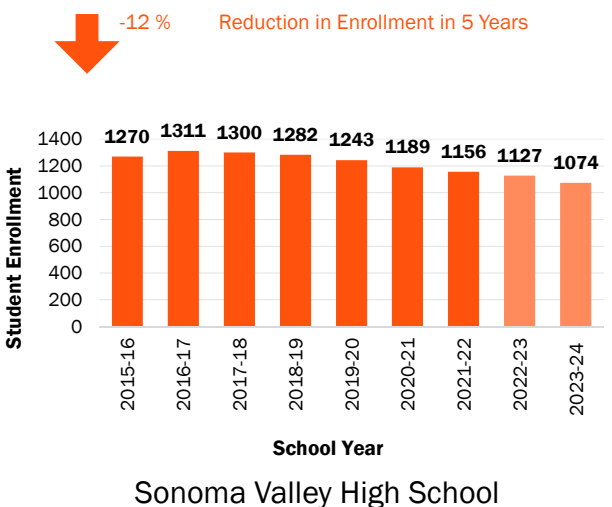
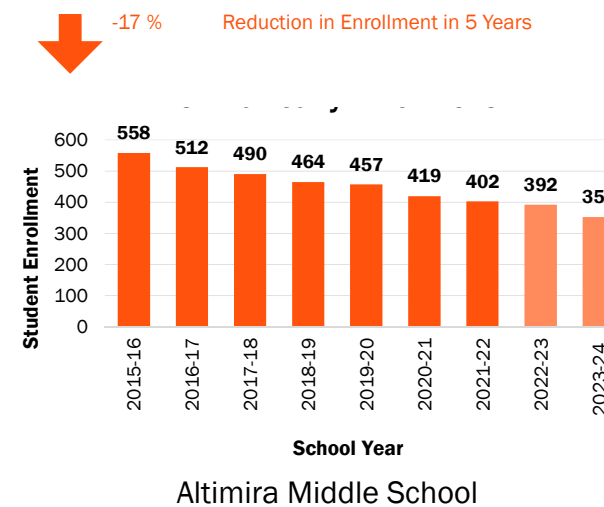
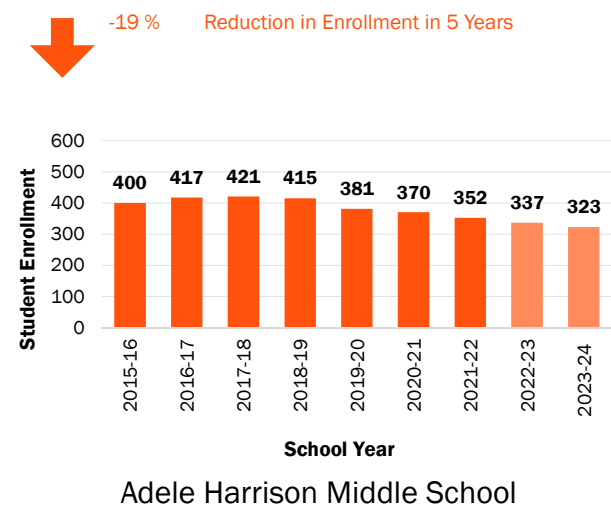
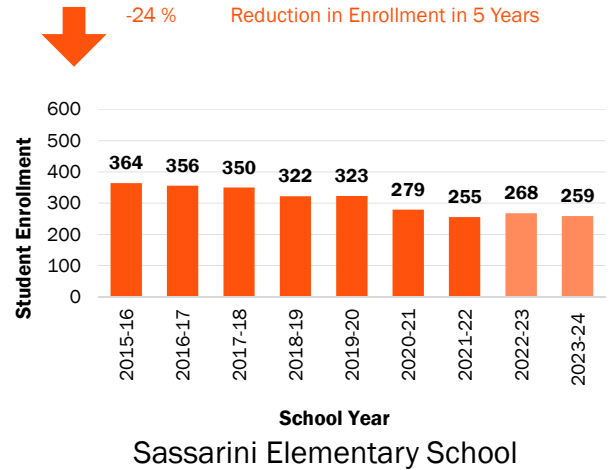
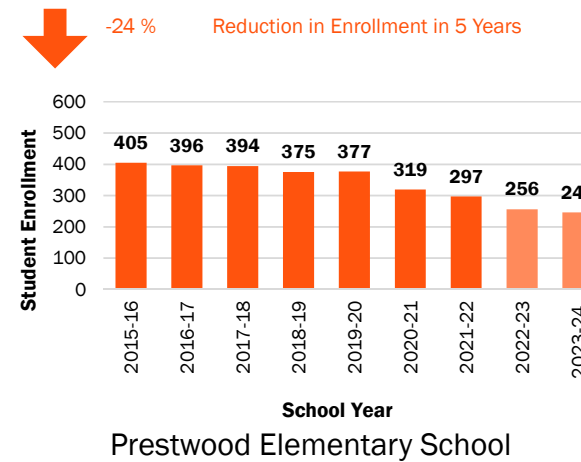
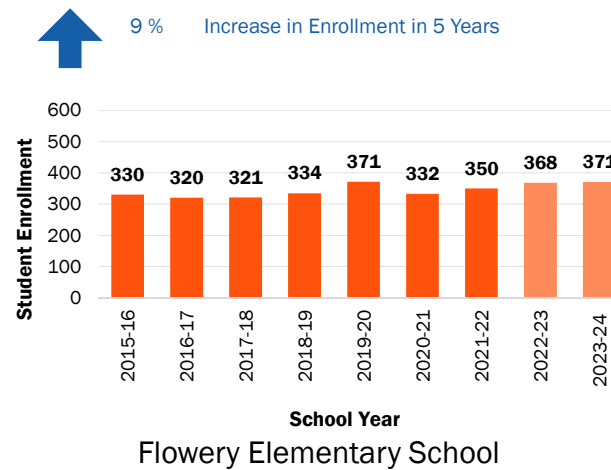
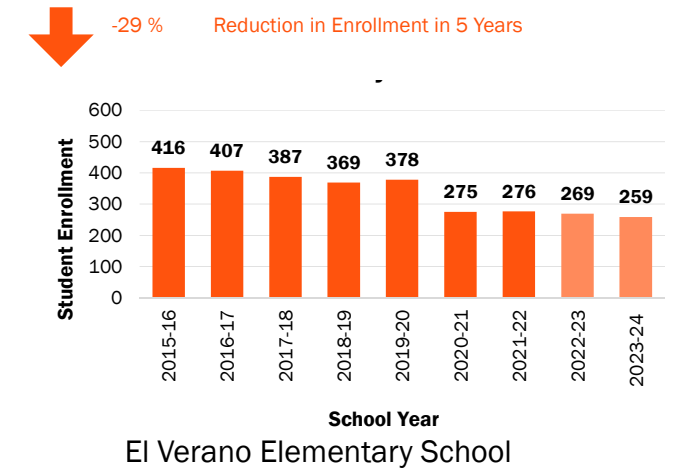
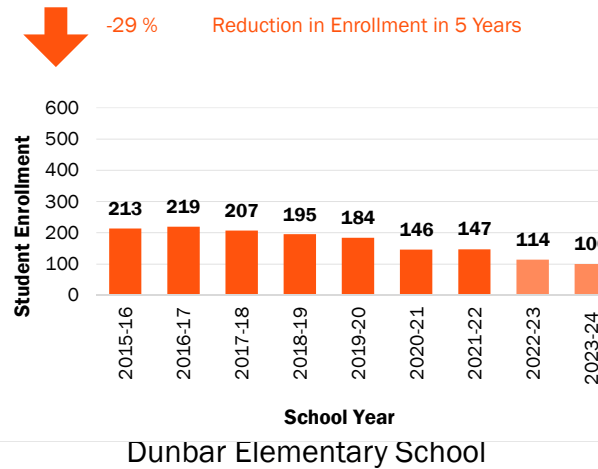
The district-wide enrollment decline has been felt in schools throughout Sonoma Valley. The decline has been felt most acutely at Dunbar Elementary School, where that enrollment dropped below what the Sonoma Valley Unified considered was sustainable for a District-managed school program. The Board of Education reassigned students from Dunbar to alternate programs for the 2023-2024 school year and relocated the Woodland Star Charter School program to the campus in their place.

Flowery Elementary School has been an exception to the decline seen at other schools, most likely due to the the popularity of the K-5<sup>th</sup> grade dual immersion program hosted at that site. The limited capacity at the schools has resulted in a wait-list for potential students.

The projected ongoing decline in enrollment prompted a strategic planning effort within the the overall Master Planning effort, resulting in the development of strategies to align the school portfolio with need. The results of this strategic planning effort are included in this report in section 3: Strategies.

● Actual Enrollment ● Projected Enrollment

Source: Davis Demographics, SVUSD Internal District Projections Dec 2022



# 1.3 ENROLLMENT

## School Choice

Within Sonoma Valley, the majority of students attend the school for which they are in the attendance boundary zone, as seen in the chart to the right.

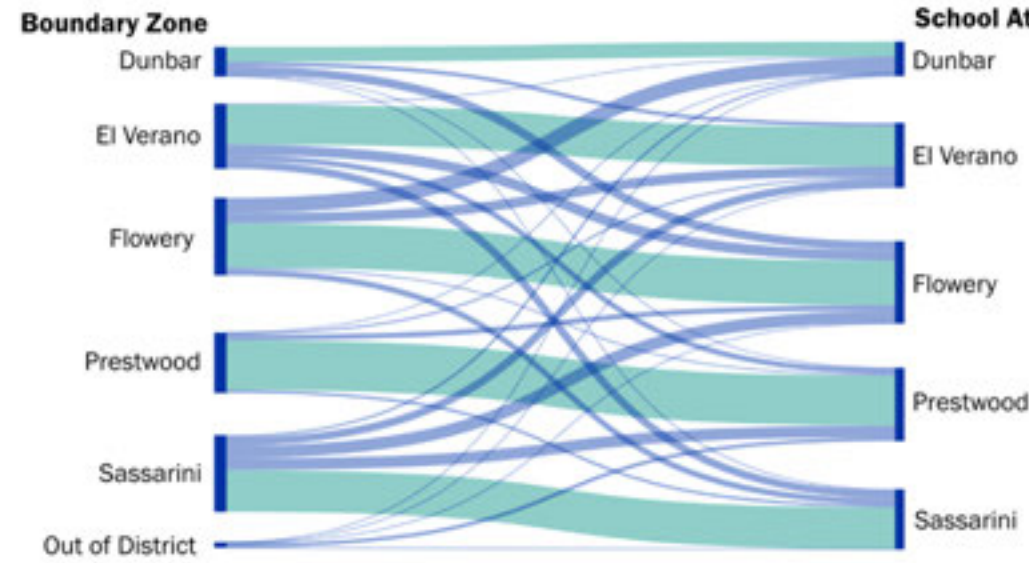
Elementary to middle school feeder patterns show similar stability. There is a net loss of students exiting SVUSD between 5<sup>th</sup> and 6<sup>th</sup> grade.

## Walk to School

In the box-and-whisker Distance to School chart on the far right, each student is placed above the school they attend in terms of how far they live from it. The dark box indicates where 50% of the students lie on the chart. The whiskers indicate the remaining 25% that live closer and further away. (Outliers are shown as individual dots.)

This chart shows that most SVUSD students live too far from their schools to walk to school. At El Verano and Flowery elementary schools, however, approximately 25% of each school's population is within 1/2 mile, and more than 75% of each school's population is within 2 miles.

Boundary Zone and Attendance, 2022-2023

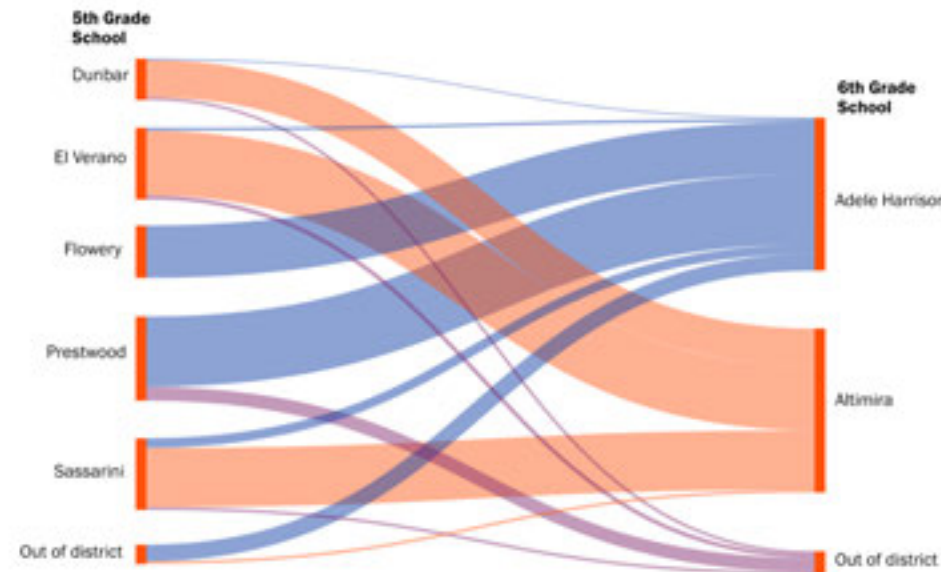


Walkability Impact, 2022-2023

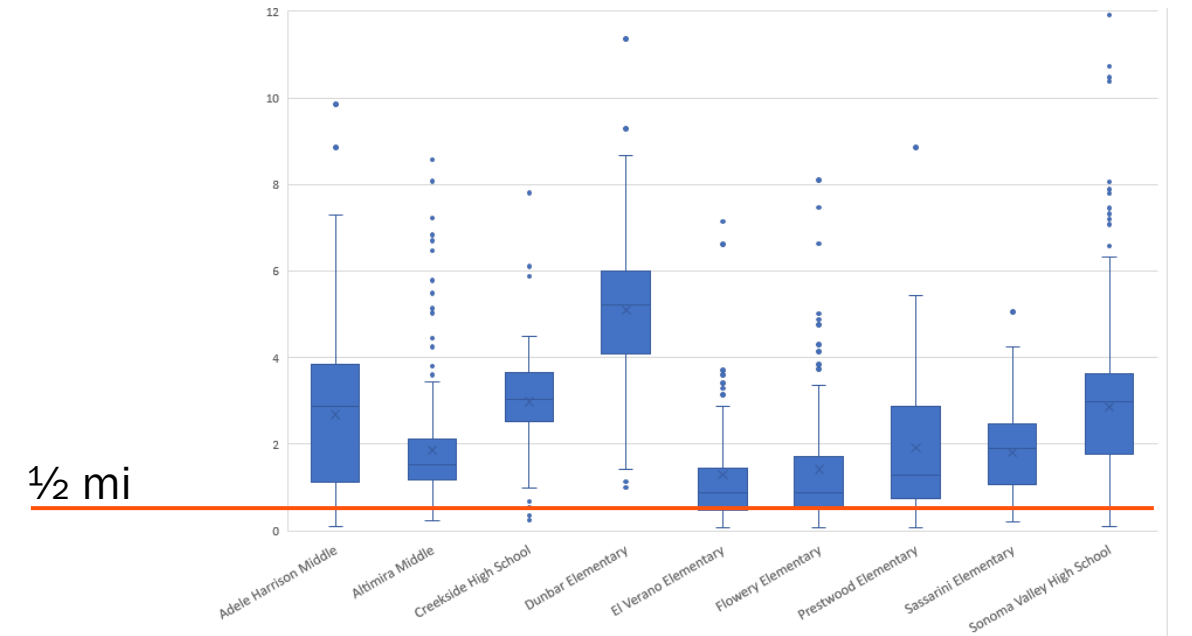
Current School Enrollment (2022-23 enrollment)	Distance if all students at current school went to other campuses (miles)				
	Average to Dunbar	Average to El_Verano	Average to Flowery	Average to Prestwood	Average to Sassariini
Dunbar Elementary	5.11	2.52	1.94	4.89	4.01
El Verano Elementary	6.62	1.29	1.70	3.45	2.59
Flowery Elementary	6.15	1.70	1.42	3.5	2.7
Prestwood Elementary	9.10	3.29	3.93	1.91	2.01
Sassarini Elementary	6.93	1.52	1.75	2.65	1.80

Sassarini students travel an average of 1.8mi to get to school

5<sup>th</sup> Grade to 6<sup>th</sup> Grade Feeder Pattern, 2022-2023



Distance to School, 2022-2023





# 1.4 FACILITIES

## District Overview

The Sonoma Valley Unified School District (SVUSD) is located in Sonoma County, California, and serves students in the Sonoma Valley area. For the 2022-2023 school year, the district operated 9 schools, including 5 elementary schools, 2 middle schools, 1 high schools, and an alternative education school. In addition, its sites host 2 charter schools, the District Office and a Maintenance and Operations Yard.

In total the District owns and operates about 564,000 gross square feet of school sites for its students.

## Capacity

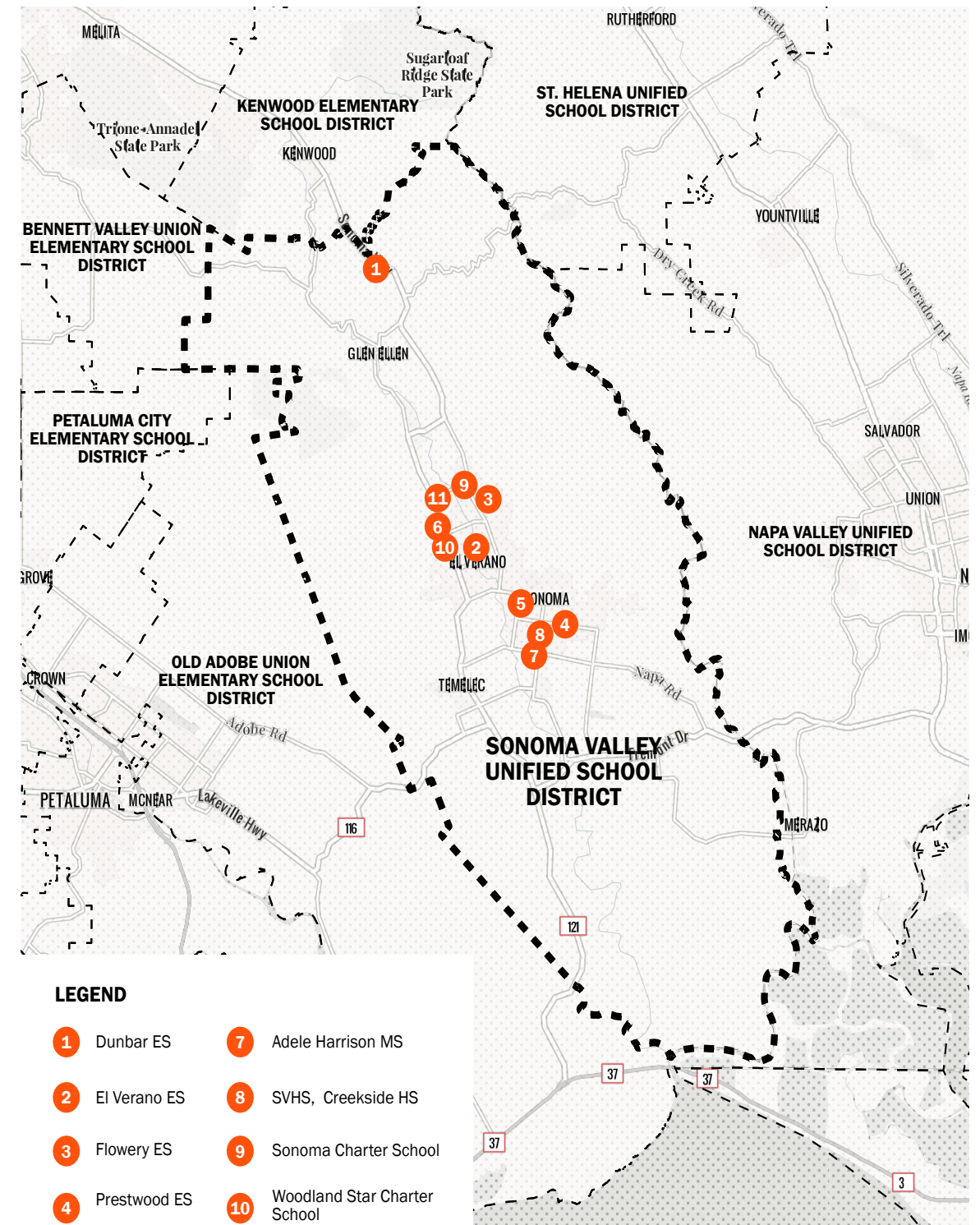
The loadable room capacity of the elementary schools in SVUSD ranges from 24-30 rooms with the exception of Dunbar Elementary School at 17 rooms.

While all the Elementary School sites have a multipurpose room and library, only El Verano and Prestwood have gymnasiums.

Altimira Middle School is the only middle school with a gymnasium in addition to the the multipurpose room and library.

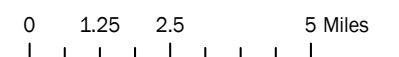
SITE	GROSS AREA (SF)	YEAR OF LAST MODIFICATION	TOTAL ROOMS (1)	LOADABLE ROOMS (2)	CAPACITY
<b>School Operated Sites 2022-2023</b>					
Dunbar Elementary School	27,657	2019	17	11	240
El Verano Elementary School	46,615	2019	30	24	575
Flowery Elementary School	38,625	2019	24	18	440
Prestwood Elementary School	44,210	2022	27	21	504
Sassarini Elementary School	41,142	2023	26	20	480
Altimira Middle School	89,817	2019	34	24	612
Adele Harrison Middle School	51,240	2019	22	12	120
Sonoma Valley High School	180,435	-	73	55	1740
Creekside High School	8034	-	8	-2	100
<b>Charter School</b>					
Sonoma Charter School	23,890	2019	10	0	241
Woodland Star Charter School	15,426	2022	15	5	367
<b>Non School Sites</b>					
District Office	-	-	-	-	-
Facilities Maintenance and Operations Yard	-	-	-	-	-

LOADING STANDARDS								
Pre-K/TK	Kinder	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	Gen Ed	SPED
20	23	23	23	23	28	28	30	12



### LEGEND

- 1 Dunbar ES
- 2 El Verano ES
- 3 Flowery ES
- 4 Prestwood ES
- 5 Sassarini ES
- 6 Altimira MS
- 7 Adele Harrison MS
- 8 SVHS, Creekside HS
- 9 Sonoma Charter School
- 10 Woodland Star Charter School
- 11 District Office



## 1.4 FACILITIES

### Technical Findings

In general, Sonoma Valley Unified School District's schools provide an adequate environment for teaching and learning, but most campuses require substantial re-investment and modernization.

Most of the District's permanent buildings are due for systems updates and updated finishes, with the exception of recently construction Multi-Purpose Rooms at several elementary schools and new aquatic and science facilities at the high school. Virtually all of the District's portables are at or approaching their useful life. Given the ongoing projected decline in enrollment, it is recommended that the District retire its portables as they become unnecessary for capacity.

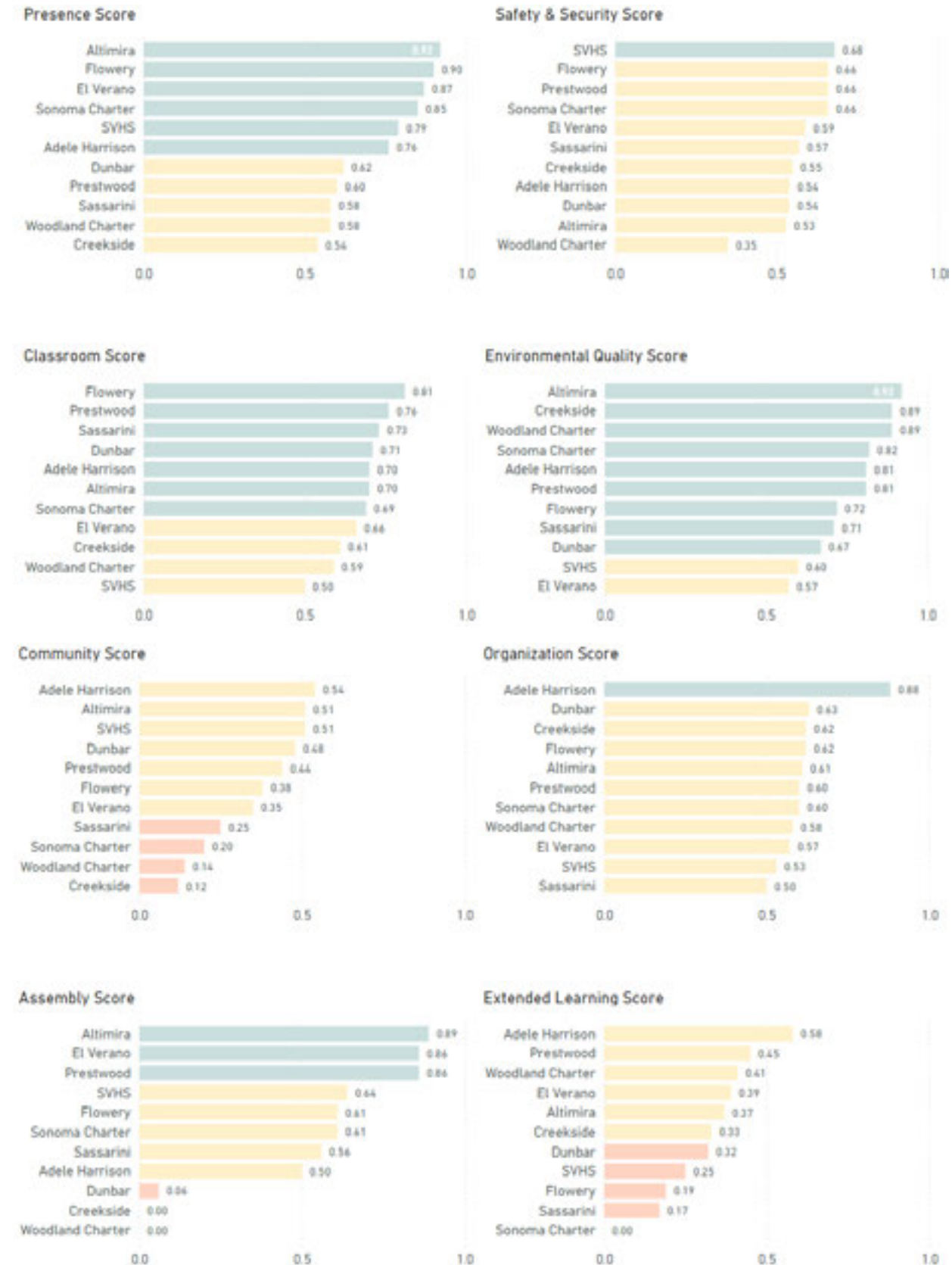
The Master Planning team reviewed the state-maintained list of buildings with potential structural concerns (AB 300) with a structural engineer. As a supplement to this Master Plan, a Tier 1 Evaluation was performed for nine buildings at Altimira Middle School and is attached as Appendix \_\_\_.

All the school sites have been observed to have some deficiencies in their sites such as security and safety due to porous boundaries and lack of fencing.

### Educational Assessments

An educational adequacy survey - a 216 metric survey that holistically looks at how the entire school environment from the entry experience to classrooms were contribute to student learning outcomes, was conducted for all the school sites of the District. While all the permanent classrooms in the schools were found to be in a similar condition with potential for improvements to create 21<sup>st</sup> century learning environments the portables were assessed to be lacking in amenities and condition to support optimal student learning outcomes.

Opposite, see summaries of the scores of each school's Educational Adequacy evaluation. The following page includes photographs and descriptions of typical conditions found at schools.





## 1.4 FACILITIES

### Safety & Security: Porous Campus Boundaries



Sonoma Valley's campuses are open to the public and feature levels of security below 21<sup>st</sup> century standards. Security improvements at site boundaries and for classrooms are recommended at all sites.

### Organization: Wayfinding



Updated signage and wayfinding systems are recommended campus-wide at all sites.

### Community: Lack of a Heart of School



Reinforce the character of a central gathering point with greenery, art, and essential services to foster a sense of community and engagement on each campus

### Presence: Entry Experience



Most sites could benefit from improved signage, shading, and traffic calming at the primary entrance.

### Extended Learning: Underutilized Opportunities



Maximize open paved areas with versatile seating, greenery, and multifunctional design. Ensure accessibility, add art or interactive elements, and organize events to create an engaging, community-friendly space.

### Instructional Space: Good Bones – But Need Updates



The district's permanent classroom buildings generally feature sufficient natural light and reasonable configuration, but require updates to finishes, technology, and system controls.

### Environmental Quality: Portables Reaching End of Life



Phase out portables as possible. Make minimal investments in existing stock to keep usable as needed, and retire them over time.



# 2. ENGAGEMENT

## 2.1 LEADERSHIP ENGAGEMENT

Engagement with District leadership including central administrators and Principals and Assistant Principals was conducted to help inform the planning process.

Their input helped inform the Guiding Principles and defined key issues to tackle through the plan:

### KEY THEMES:

- Campuses need a Heart
- The need to hear ALL voices
- Align facilities with enrollment
- Celebrate unique character with Sonoma Valley culture
- Establish equitable levels of support at each site
- Help parents see full district instead of isolated schools
- Develop outdoor student learning spaces
- Community using facilities
- Inequities of resources between schools

### IMAGES FROM LEADERSHIP WORKSHOP



### IDEAS SHARED BY LEADERS ON 6 GUIDING PRINCIPLES



## 2.2 STAFF ENGAGEMENT

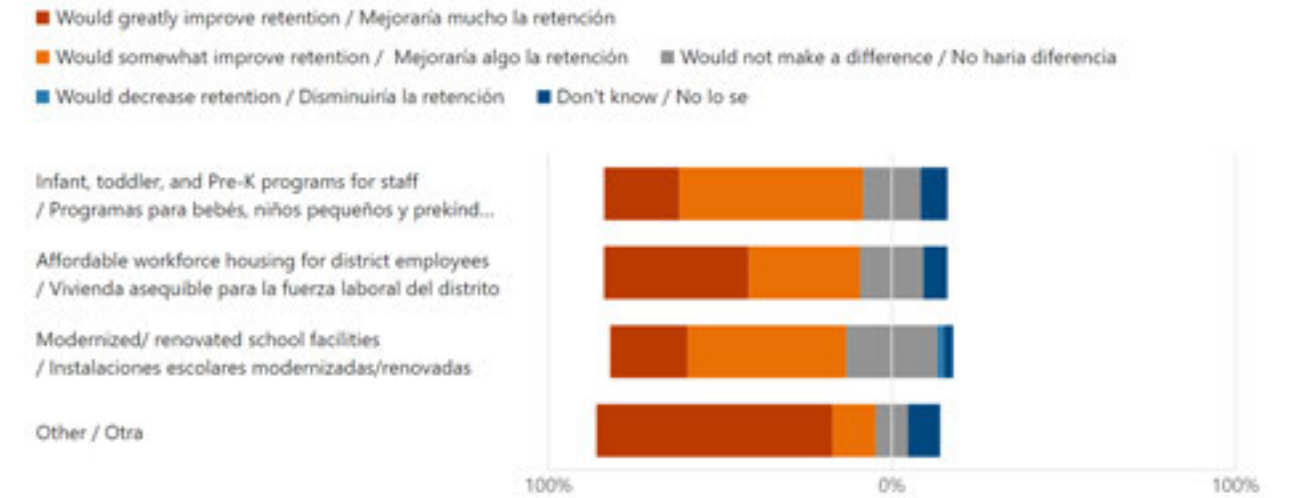
Staff at all schools were engaged through in person meetings and through online surveys.

Notes with detailed site-specific feedback can be found in Appendix D.

### WHAT WE HEARD:

- Academic culture associated with each school, not district-wide
- Campuses rely on external funding and partners for gardens and outdoor space improvements
- Sonoma’s remarkable local environment is underutilized for education
- District-wide issues with portables
- Site-specific concerns (HVAC, acoustics, circulation)

### In your opinion, which initiatives would be most effective in improving SVUSD's ability to attract and retain high quality staff?



### REPRESENTATIVE RESPONSES: “WHY THIS PLAN IS IMPORTANT FOR YOUR SHORT AND LONG TERM PLANNING?”

*“We need to use our funds and facilities as efficiently as possible to maximize learning and attract high quality educators.”*  
Teacher

*“I'm hoping to work in this district until retirement. My understanding is that there may be school closures due to declining enrollment, so this is a concern.”*  
Teacher

*“The vision for the future of this community I hope incorporates equality for people with disabilities ... think beyond ADA to what is possible.”*  
Special Education Staff

Develop outdoor places for learning	District view vs individual school view	Need to include all voices
Equitable access to resources	Ability to adapt to new technology	Put students first
Invest in what is really needed	Concerns about declining enrollment	Celebrate the Sonoma Valley culture



## 2.3 STUDENT ENGAGEMENT

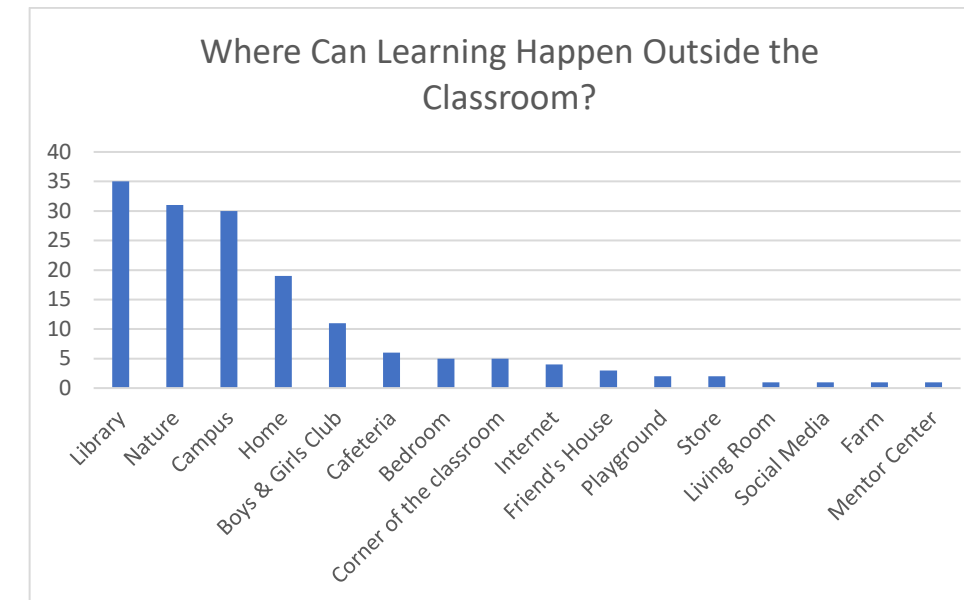
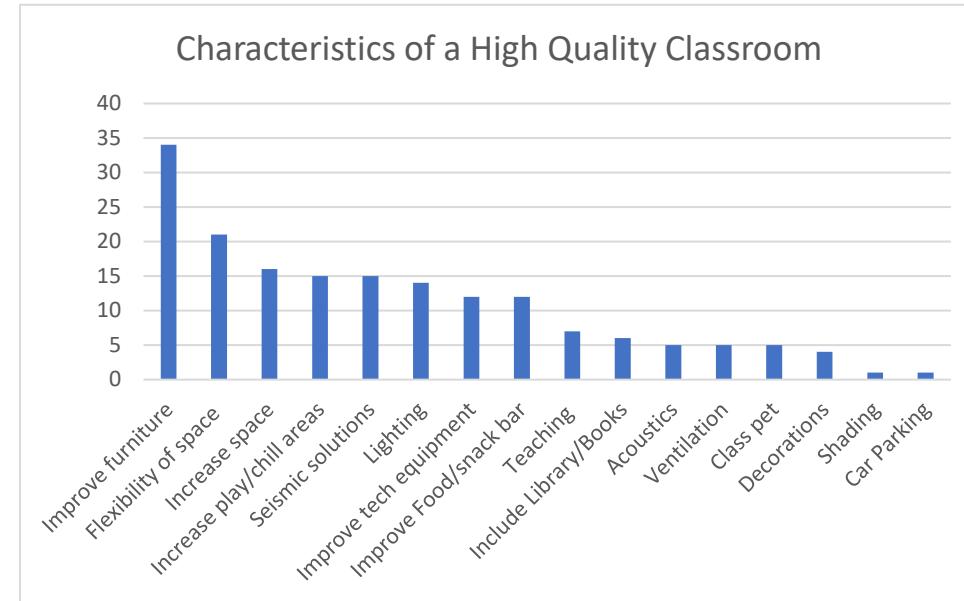
### STUDENT ENGAGEMENT

Workshops with middle school students were conducted with the support of educators. The workshops were integrated into science classes that were studying earthquakes. After sharing a brief lecture on how architects and engineers think about seismic safety for buildings, students were asked to share their opinions on what makes a high quality classroom and where learning can happen outside the classroom.

Responses were sorted by categories and counted – the summaries of these counts indicate several key findings:

- Students seek more flexible classrooms that feel more like home
- Students value the library as a place for learning
- Nature and outdoors are appealing

### STUDENT RESPONSE SUMMARY



### STUDENT RESPONSE EXAMPLES

For the Facilities Master Plan, we'd like to hear about the places where students learn. Ask a partner the following questions and record their answers below. Use words and/or drawings to share your partner's answer.

**1. In your opinion, what are the characteristics of a high quality classroom?**

• bigger room  
 • Multiple seating options  
 • a loft  
 • non fluorescent lights

**2. Where can learning happen outside the classroom at school?**

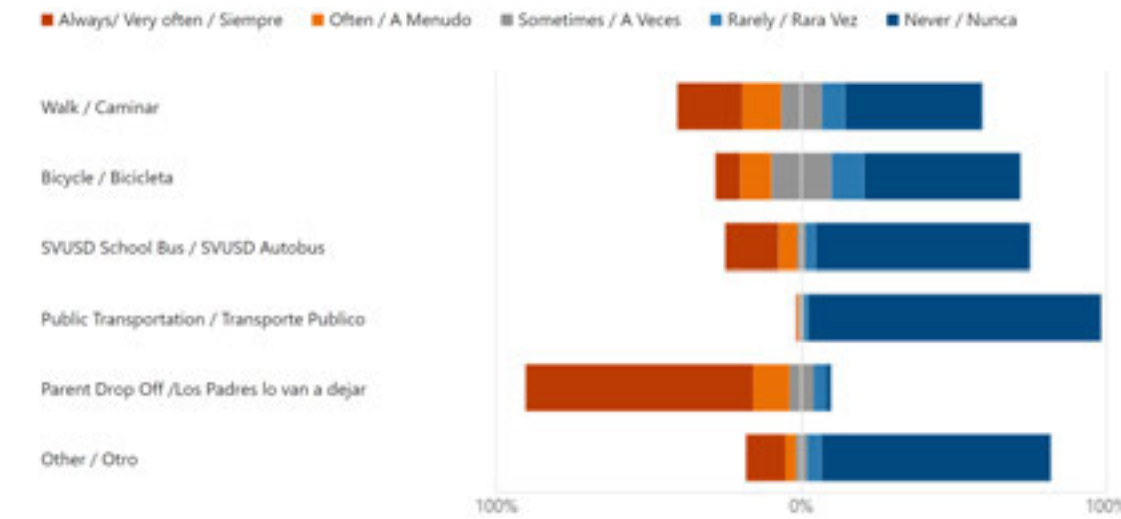
• under the solar panels  
 • outside fans  
 • library  
 • canopies around the school

## 2.4 PARENT SURVEY

### PARENT AND COMMUNITY ENGAGEMENT

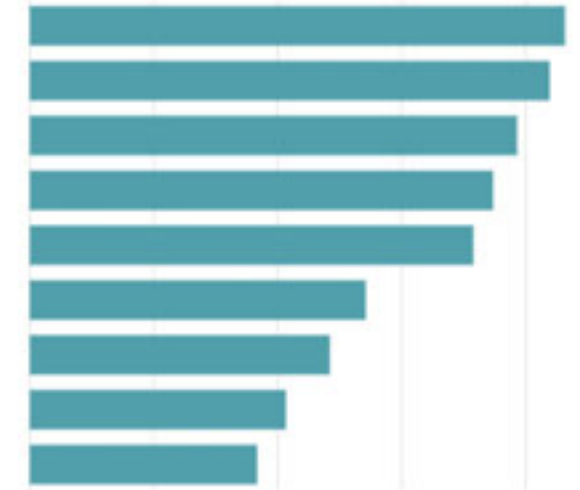
Parent input was solicited through surveys as well as through participation at Town Hall meetings held in the fall of 2022. An initial “Kick Off” survey was launched in Spanish and English at the start of the project. More focused questions were asked in a subsequent survey to get input on specific planning decisions.

### HOW THE STUDENTS IN YOUR FAMILY USUALLY GET TO SCHOOL?



### FOR WHAT REASONS DID YOU CHOOSE TO SEND YOUR CHILD(REN) TO THE SCHOOL(S) THEY ATTEND? (PLEASE RANK BY MOST IMPORTANT TO LEAST)

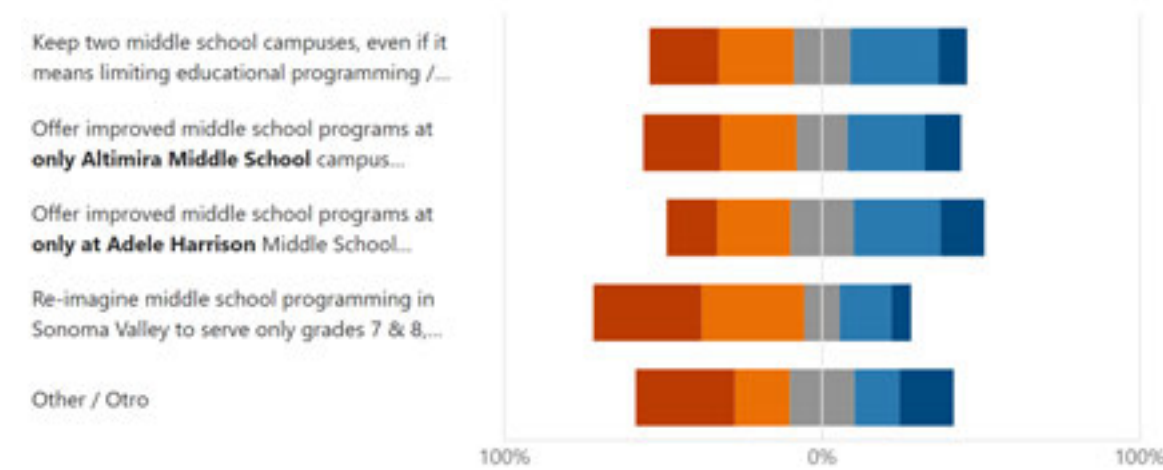
- 1 School Culture / Cultura Escolar
- 2 Academic Programming / Progr...
- 3 Close to Home / Cerca de casa
- 4 School Leadership and Teachers...
- 5 Friends/Social Connections / A...
- 6 Facility Quality / Calidad de las i...
- 7 It's the school we are zoned to / ...
- 8 Logistics (siblings e.g.) / Logistic...
- 9 Demographics of school popula...



### INTEREST IN VARIOUS MIDDLE SCHOOL OPTIONS:

Because of low enrollment, the District is considering a variety of strategies for the Middle Schools. Please indicate your interest in the following: / Debido a la baja inscripción, el Distrito está considerando usar el campus de Dunbar para usos alternativos. Háganos saber su interés en las siguientes opciones:

- Very interested / Muy interesado
- Somewhat interested / Algo interesado
- Not interested / No interesado
- Opposed to / Estoy en contra
- Don't know / No lo se





## 2.5 BOARD STRATEGIC PLANNING

### OVERVIEW

To answer critical questions that emerged in the course of producing the Facilities Master Plan, Perkins Eastman engaged in a series of strategic planning sessions with the Board of Trustees. Many excellent topics were brought up and explored, such as workforce housing, adult education programs, and placement of charter schools.

Key themes addressed include:

### Equity

- Access to Schools: Walkability and Transportation
- Access to Specialized Programs (English Language support, SPED, Advanced Placement, Gifted, etc...)
- Socioeconomic factors in school choice
- Equitable access to community resources for all students

### Teacher Efficacy

- Opportunities for collaboration & professional learning
- Maintain single-grade elementary classes
- Maximize resources for MTSS

### Alternate Site Uses

- Workforce housing
- Specialized “NPS-like” campus for SPED higher need learners
- Adult Education
- Charter Schools

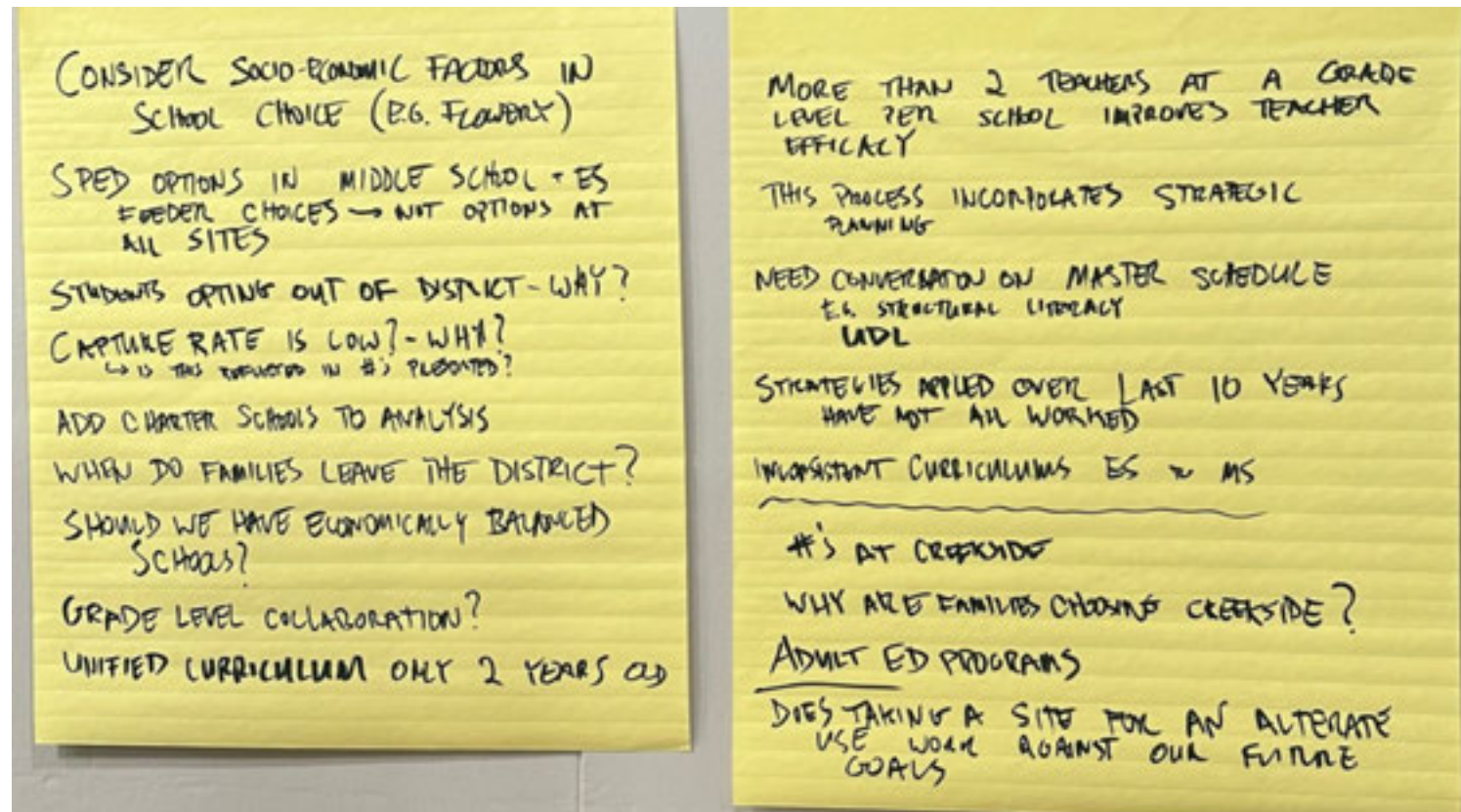
### “A Future With Children and Families in Sonoma Valley”

- Reserve school facilities for regrowth

### IMAGES FROM WORKSHOP



### IDEAS FROM STUDY SESSION



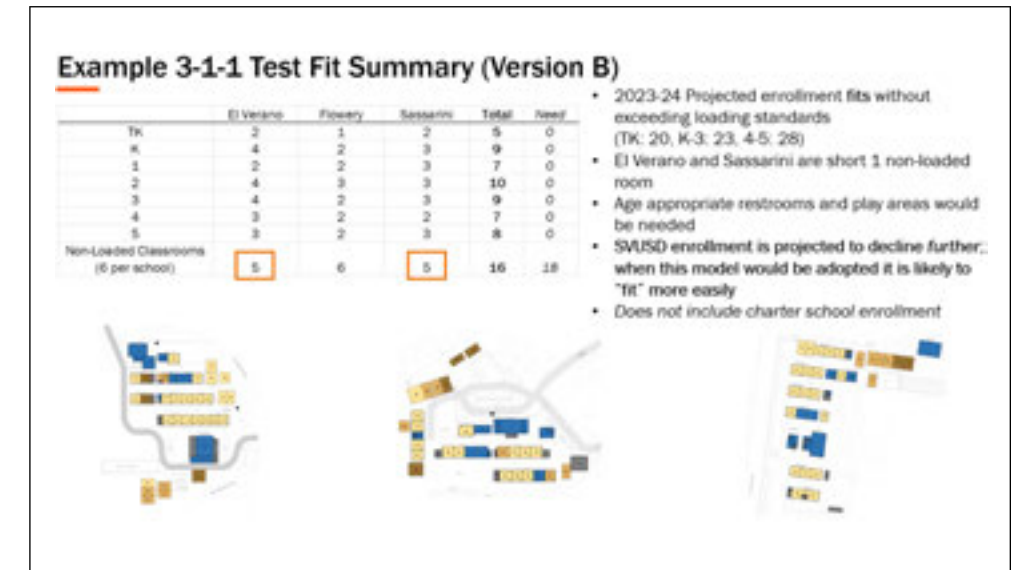
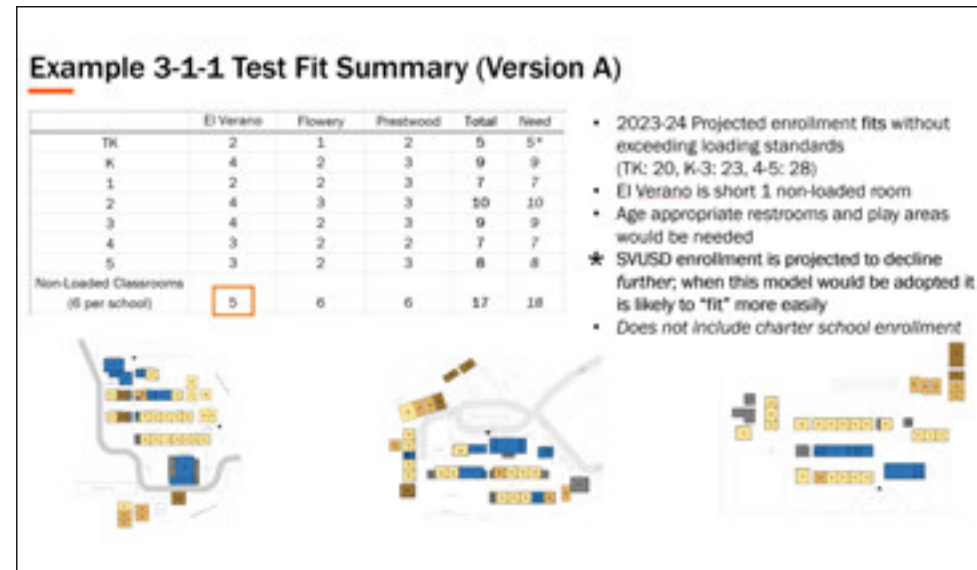
## 2.5 BOARD STRATEGIC PLANNING

### DIRECTION

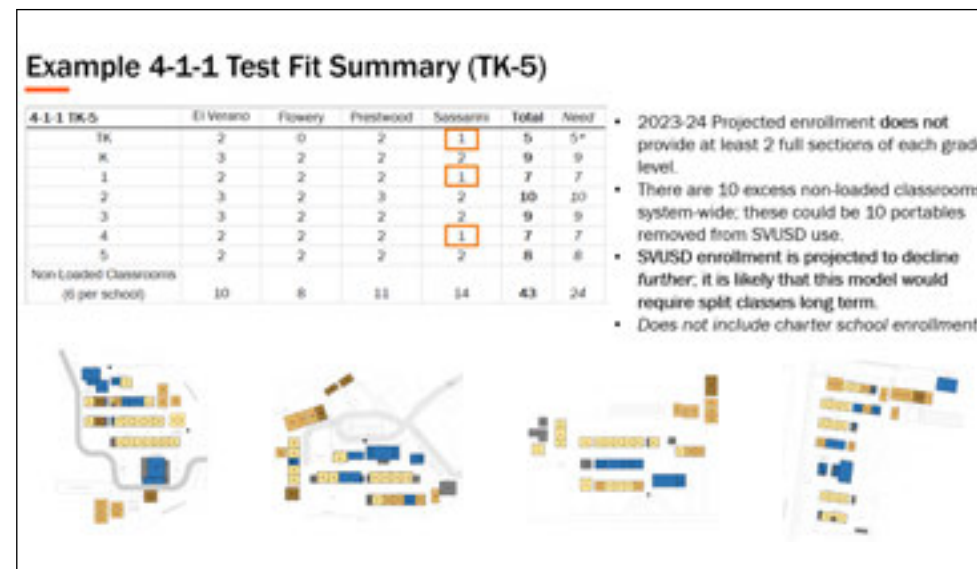
Based on the Board of Trustee's strategic direction, this FMP incorporates enrollment trends, facility usage, and existing conditions to address SVUSD's needs with forward-looking site-specific and portfolio-wide plans. The recommendations of this FMP support the priorities of the district and will help Sonoma Valley Unified Schools achieve success far into the future.

The fundamental challenge faced by SVUSD has been the significant and ongoing decline in enrollment. To address this, Sonoma Valley Unified School District's leadership has described a pathway to achieve quality schools by focusing its resources into a consolidated set of schools. The framework of this is to:

- Consolidate the Dunbar Elementary School program to the El Verano campus
- Relocate the Woodland Star Charter School program from Altimira the Altimira campus to the Dunbar campus
- Instruct the superintendent to designate a committee to evaluate:
  - The feasibility of consolidating the Altimira and Adele Harrison Middle School programs at a single campus; and
  - The feasibility of consolidating all elementary school programs at 3 campuses; and
  - The potential for either TK-5/6-8 grade or TK-6/7-8 grade configurations in the above options.



Utilizing three (3) elementary schools, one (1) middle school, and one (1) main high school leads to the 3-1-1 plan. This type of consolidation would allow for more efficient operations, and the ability to focus improvements and investment in a smaller number of campuses.



**Implications on 6-8 MS vs. 7-8 MS**

1. **3-1-1 does not accommodate the 7-8 MS model; there is not space for 6<sup>th</sup> graders.**
2. **4-1-1 would make more sense for a 7-8 MS model. There were still be concerns about having sufficient enrollment to support 2 sections of lower grades across 4 schools.**
3. **Moving 6<sup>th</sup> grade to the elementary school campuses would reduce demand for middle school space.**

Keeping four (4) elementary schools open is considered the 4-1-1 option. The 4-1-1 option means there is no need to consolidate another elementary school, but it is likely that at least one school will be unable to support two sections of all TK-5 grades. The 4-1-1 option is needed if the district shifts to a grade configuration where 6<sup>th</sup> graders stay at elementary school.



# 3. STRATEGIES

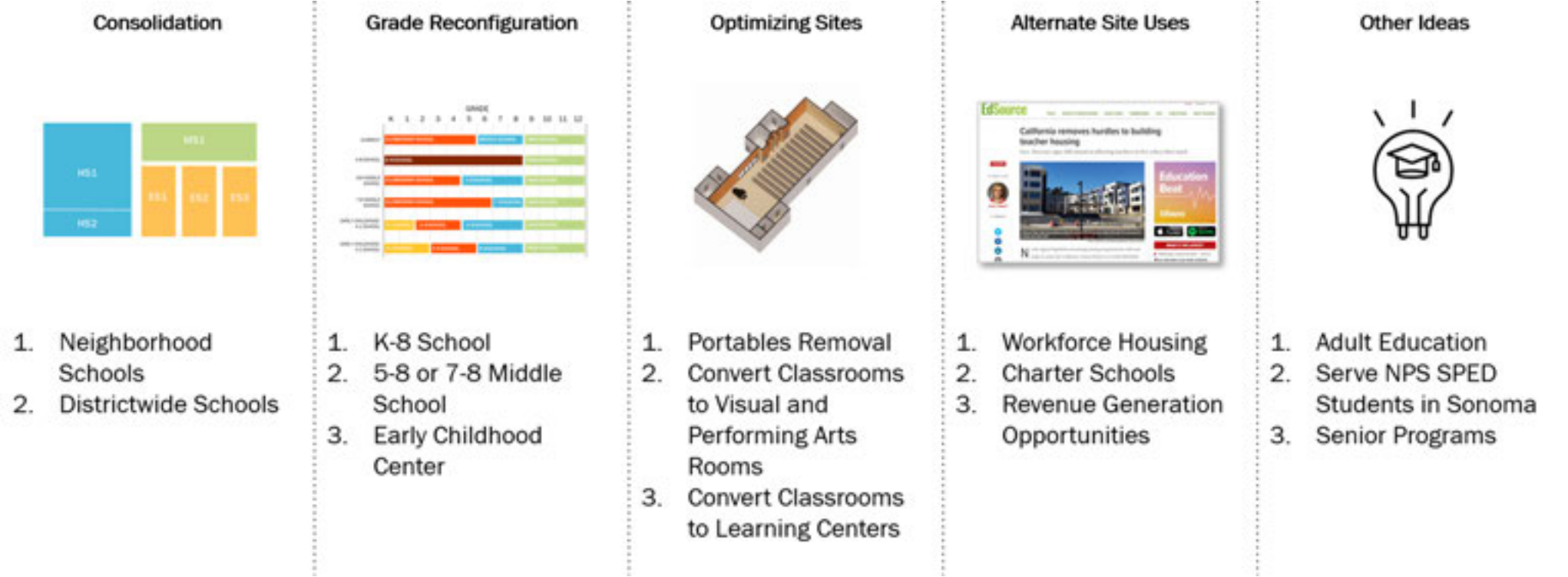
## 3.1 INTRODUCTION

### PORTFOLIO STRATEGIES

Several portfolio strategies were explored with the Board of Trustees. These included consolidating school programs, reconfiguring grades, optimizing how sites were designed, exploring alternative site uses, and exploring “outside-the-box” ideas like creating a venue to support non-public-school SPED students within the district.

### RECONFIGURE UNDERUTILIZED SPACE

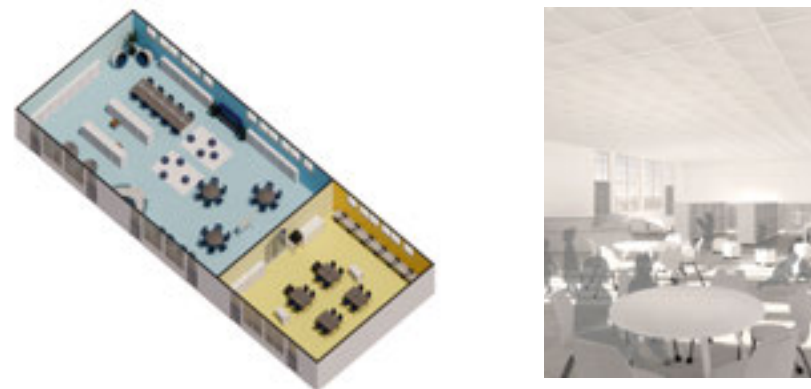
In terms of optimizing sites and reducing excess capacity by re-purposing classrooms, several concepts were found to be aligned with the District’s goals:



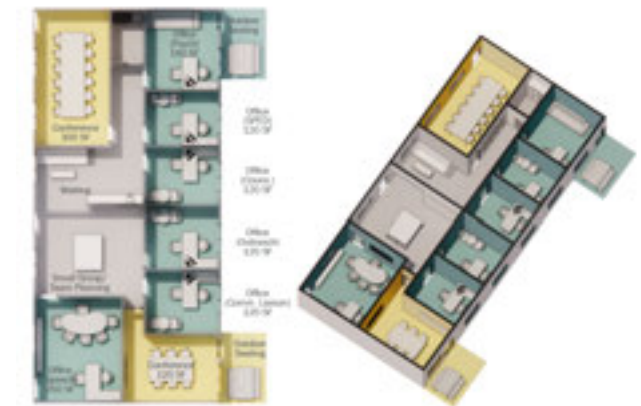
### Visual and Performing Arts



### Library/Maker Space



### Learning Center



### 3.2 NEEDS

The Facilities Master Plan identifies needs based on input from stakeholders' on-site evaluations, and analysis of building documentation. The needs fall into three primary categories: facility deficiencies, educational adequacy, and operations and efficiency.

Facility deficiency needs are based on the determination that building systems, such as roofing, plumbing, or HVAC are approaching or at the end of their useful life. These needs are largely identified through technical analysis and through input from staff.

Educational adequacy needs are assessed in terms of how well a school facility supports school programs. These needs may pertain to spaces that do not support contemporary methods of teaching and learning because of inappropriate technology or inflexible furniture, or to needs related to safety and security. Additionally, needs related to the overall presentation and curb appeal of the campus fall into this category.

Operations and efficiency needs relate to needs that will allow a school to operate more efficiently, such as LED lighting replacement, or system-wide infrastructure improvements that will allow Sonoma Valley to more efficiently manage food service, transportation, and communications across the District.

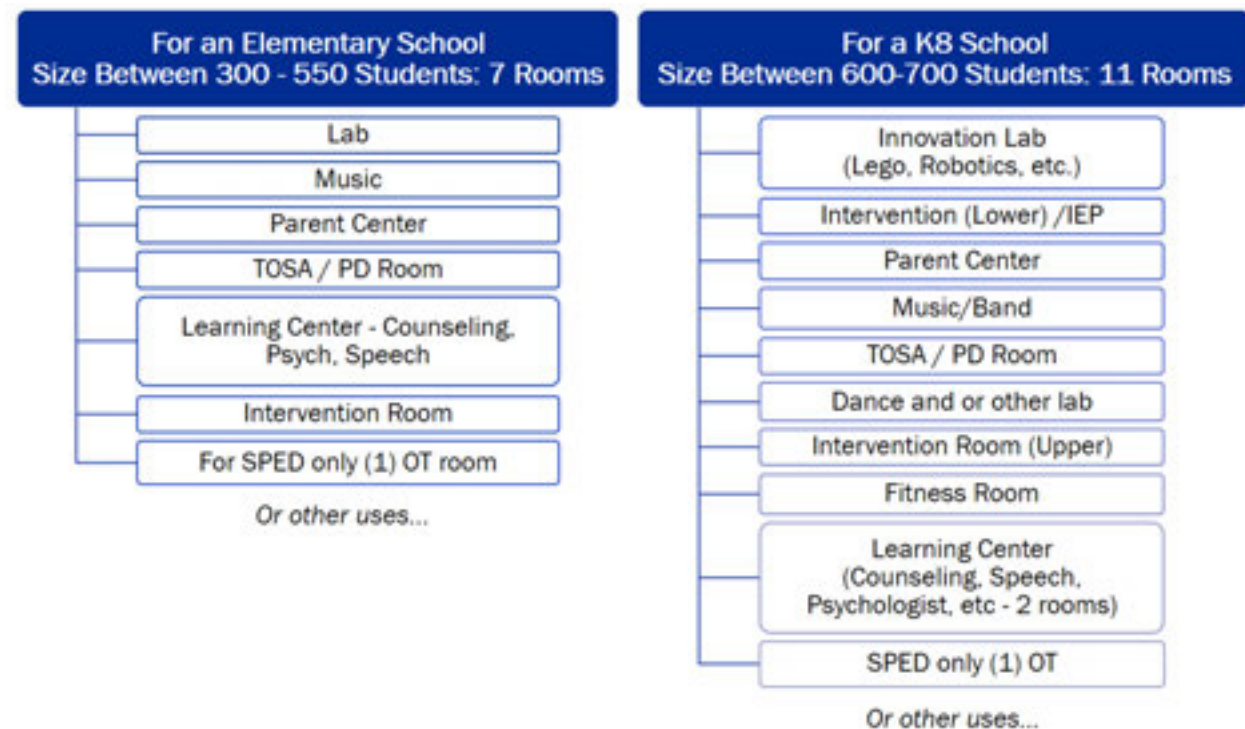


### 3.3 EDUCATIONAL SPECIFICATIONS

For Master Planning purposes, Sonoma Valley Unified School District's education specifications define a minimum baseline of facility components that should be supplied at every school. These requirements impact the calculations regarding school capacity and the ability to provide certain programs.

For full educational specifications, see appendix.

#### Quantity of Non-Loaded Student Spaces:



# 4. MASTER PLAN

## 4.1 PROJECTS & COST ESTIMATE SUMMARY

Four types of projects were defined for the purposes of generating rough-order-of-magnitude cost estimates for each SVUSD facility. Sites hosting District-operated schools or support activities were included in the estimate.

1. A consistent set of infrastructure, safety, classroom improvements, and other projects were applied to permanent buildings at all District-

operated school sites. Costs associated with these improvements are shown in the “Permanent Full Modernization” category.

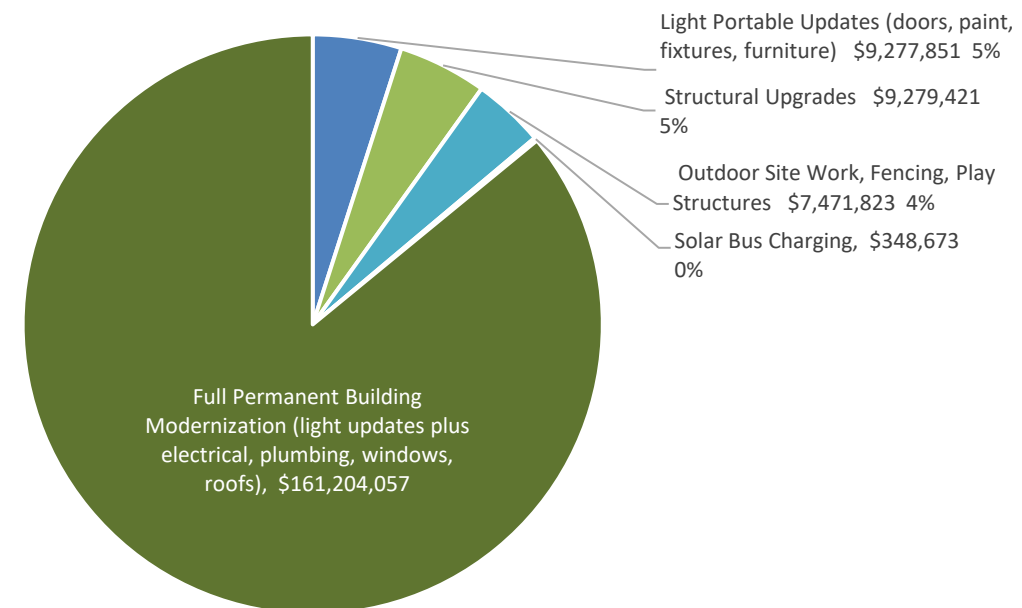
2. A set of light finish, fixture, and equipment updates was applied to portable classrooms at all District-operated school sites, in order to keep these spaces functioning until it is possible to retire them. These costs are shown in the the “Portable Refresh” category.

3. A consistent set of site and ground updates, including play fields, paving, modest landscaping and playgrounds was applied to the sites of all District-operated school sites.

4. Two site-specific projects were defined: 1) The structural upgrade at Altimira Middle School, and 2) a bus charging station at the Maintenance and Operations yard. These costs are shown in the “Structural Upgrades” and “Bus Charging Station” categories.

School Name	SF (+1/3 SF for walkways) SF		Units		SF		Estimate including soft costs (2023 dollars):					
	Portables SF	Permanent SF	Structural	Play-grounds	Bus Charging Station	Site Work	Portable Refresh	Structural Upgrades	Outdoor Site Work + Playgrounds	Bus Charging Station	Permanent Full Modernization	Total
<b>El Verano</b>	15,815	36,188		3		270,000	\$ 1,335,684	\$ -	\$ 1,292,808	\$ -	\$ 11,403,651	\$ 14,032,143
<b>Flowery</b>	14,716	31,476		3		320,000	\$ 1,242,916	\$ -	\$ 1,346,565	\$ -	\$ 9,918,757	\$ 12,508,237
<b>Prestwood</b>	20,815	31,340		3		350,000	\$ 1,757,983	\$ -	\$ 1,378,819	\$ -	\$ 9,875,911	\$ 13,012,713
<b>Sassarini</b>	16,862	32,236		4		310,000	\$ 1,424,175	\$ -	\$ 1,669,987	\$ -	\$ 10,158,188	\$ 13,252,350
<b>Adele Harrison</b>	8,665	37,133		0		460,000	\$ 731,789	\$ -	\$ 494,561	\$ -	\$ 11,701,470	\$ 12,927,820
<b>Altimira</b>	23,807	95,919	52,642	0		690,000	\$ 2,010,732	\$ 9,279,421	\$ 741,842	\$ -	\$ 30,225,892	\$ 42,257,886
<b>Sonoma Valley High</b>	9,171	247,272		0		320,000	\$ 774,571	\$ -	\$ 344,042	\$ -	\$ 77,920,188	\$ 79,038,801
<b>Maintenance and Operations Bus Yard</b>	0	0		0	1	120,000	\$ -	\$ -	\$ 129,016	\$ 348,673	\$ -	\$ 477,689
<b>District Office</b>	0	0		0		69,000	\$ -	\$ -	\$ 74,184	\$ -	\$ -	\$ 74,184
							\$ 9,277,851	\$ 9,279,421	\$ 7,471,823	\$ 348,673	\$ 161,204,057	\$ 187,581,825

Estimated \$ per project type	
Light Mod (Per SF of portable)	\$ 84.46
Full Mod (Per SF of permanent building)	\$ 315.12
Site Work (Per site SF)	\$ 1.08
Structural (Per OCMI estimate)	\$ 176.27
Playground (Per playground)	\$ 334,174.02
Solar Bus Charging (5 Buses)	\$ 348,673.08





## 4.2 SITE PROFILES






### DUNBAR ELEMENTARY SCHOOL



#### SITE DATA

<b>Site Area:</b>	11.75 Acres
<b>Gross Area:</b>	27,657 SQ FT
<b>Previous Projects:</b>	<ul style="list-style-type: none"> <li>• Add Sound Mitigation in MPR - 2019</li> <li>• Septic System Replacement - 2019</li> <li>• Toilet Room Modernization - 2019</li> <li>• Mechanical Replacement - 2018</li> <li>• Kitchen Remodel - 2014</li> <li>• Modernization Phase II - 1999</li> <li>• Modernization Phase II - 1997</li> </ul>

#### SY 22-23 Site Usage










	Building 	Portables 
No. Of Loaded Classrooms:  	8	1
No. Of Non-Loaded Classrooms: 	3	5
<b>Total Classrooms:</b>	11	6

Enrollment (SY 22-23): 137

#### Modeled Capacity

A	B	C	D	E
Total Classrooms	Reserved Enrichment and Support Rooms	Loadable Rooms	Capacity	Average Loading
Permanent + Portable	ES - 6, MS - 10	A-B	C*Loading Standards	D/C
17	6	11	240	21.8

#### LEGEND

	CAMPUS ENTRY		CLASSROOMS	
	PERMANENT ROOM		NON-LOADED CLASSROOMS	
	PORTABLE ROOM		TK/K/SPED	Grade
	SERVICES		ENRICHMENT AND SUPPORT SPACES	Room no.



## 4.2 SITE PROFILES






### EL VERANO ELEMENTARY SCHOOL



#### SITE DATA

<b>Site Area:</b>	11 Acres
<b>Gross Area:</b>	46,615 SQ FT
<b>Previous Projects:</b>	<ul style="list-style-type: none"> <li>• MPR Modernization - 2019</li> <li>• Shade Structure - 2017</li> <li>• Roof &amp; Mechanical Replacement - 2016</li> <li>• Portable Childcare - 2014</li> </ul>

#### SY 22-23 Site Usage










	Building 	Portables 
No. Of Loaded Classrooms:  	13	2
No. Of Non-Loaded Classrooms: 	6	9
<b>Total Classrooms:</b>	19	11

Enrollment (SY 22-23): 245

#### Modeled Capacity

A	B	C	D	E
Total Classrooms	Reserved Enrichment and Support Rooms	Loadable Rooms	Capacity	Average Loading
Permanent + Portable	ES - 6, MS - 10	A-B	C*Loading Standards	D/C
30	6	24	575	23.9

#### LEGEND

	CAMPUS ENTRY		CLASSROOMS	
	PERMANENT ROOM		NON-LOADED CLASSROOMS	
	PORTABLE ROOM		TK/K/SPED	Grade
	SERVICES		ENRICHMENT AND SUPPORT SPACES	Room no.

# 4.2 SITE PROFILES



## SITE DATA

- Site Area:** 8.3 Acres
- Gross Area:** 38,625 SQ FT
- Previous Projects:**
- Kindergarten Playground Improvements - 2019
  - Modernization - MPR & Parking - 2019
  - Mechanical Replacement - 2016
  - Parking Lot Improvements - 2016
  - Civil Improvements - 2015

## SY 22-23 Site Usage

	Building	Portables
No. Of Loaded Classrooms:	14	5
No. Of Non-Loaded Classrooms:	2	3
<b>Total Classrooms:</b>	<b>16</b>	<b>8</b>

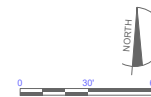
Enrollment (SY 22-23): 365

## Modeled Capacity

A	B	C	D	E
Total Classrooms	Reserved Enrichment and Support Rooms	Loadable Rooms	Capacity	Average Loading
Permanent + Portable	ES - 6, MS - 10	A-B	C*Loading Standards	D/C
24	6	18	440	24.4

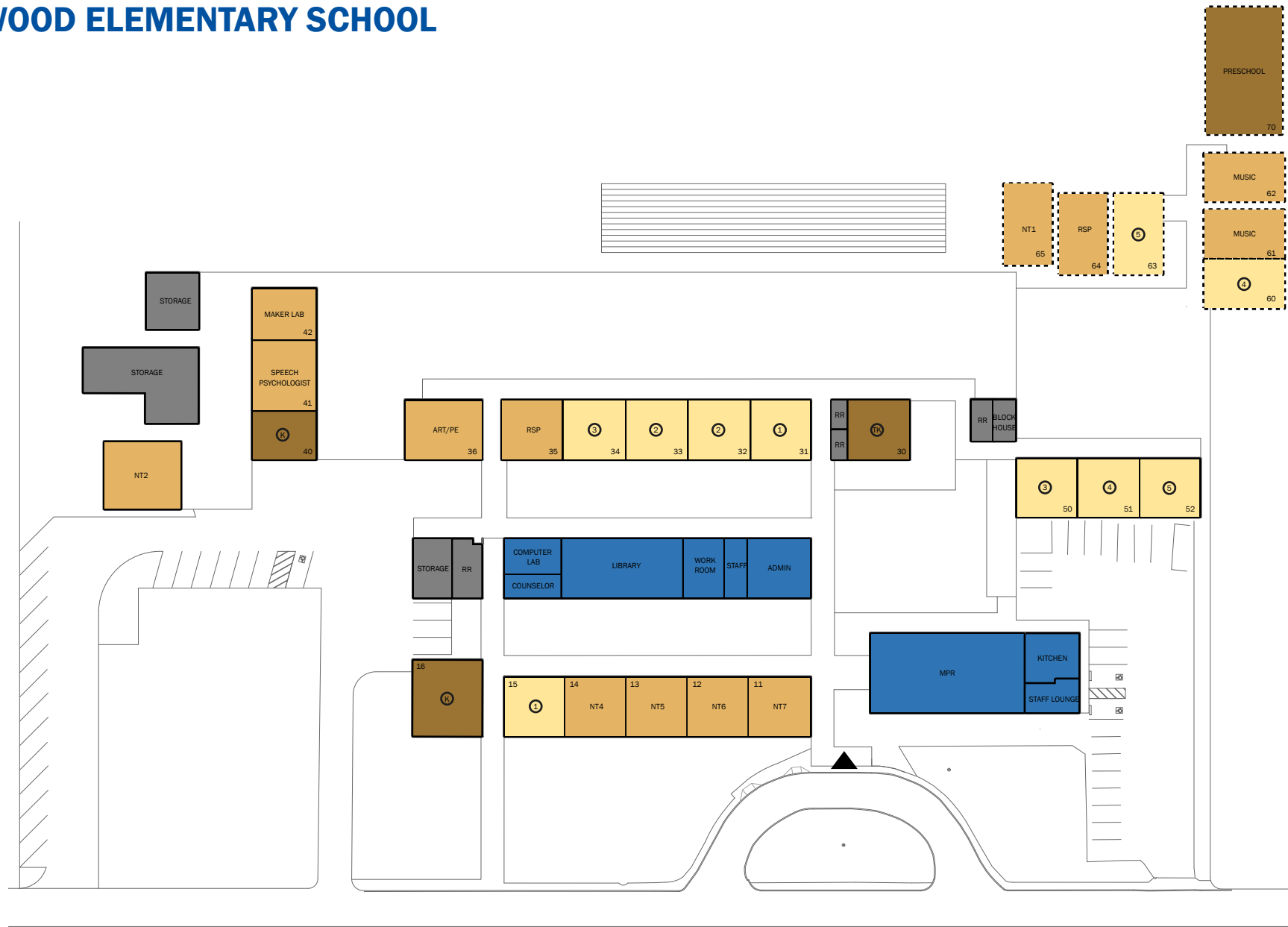
## LEGEND

- CAMPUS ENTRY
- PERMANENT ROOM
- PORTABLE ROOM
- SERVICES
- CLASSROOMS
- NON-LOADED CLASSROOMS
- TK/K/SPED
- ENRICHMENT AND SUPPORT SPACES
- Room # Grade Room no.



## 4.2 SITE PROFILES

### PRESTWOOD ELEMENTARY SCHOOL



#### SITE DATA

**Site Area:** 9.7 Acres  
**Gross Area:** 44,210 SQ FT  
**Previous Projects:**

- MPR Modernization - 2022
- Shade Structure - 2017
- Re-roofing & HVAC - 2017
- Preschool Portable Classroom - 2016

#### SY 22-23 Site Usage

	Building <input type="checkbox"/>	Portables <input type="checkbox"/>
No. Of Loaded Classrooms:	11	3
No. Of Non-Loaded Classrooms:	9	4
<b>Total Classrooms:</b>	<b>20</b>	<b>7</b>
Enrollment (SY 22-23):	268	

#### Modeled Capacity

A	B	C	D	E
Total Classrooms	Reserved Enrichment and Support Rooms	Loadable Rooms	Capacity	Average Loading
Permanent + Portable	ES - 6, MS - 10	A-B	C*Loading Standards	D/C
27	6	21	504	24.4

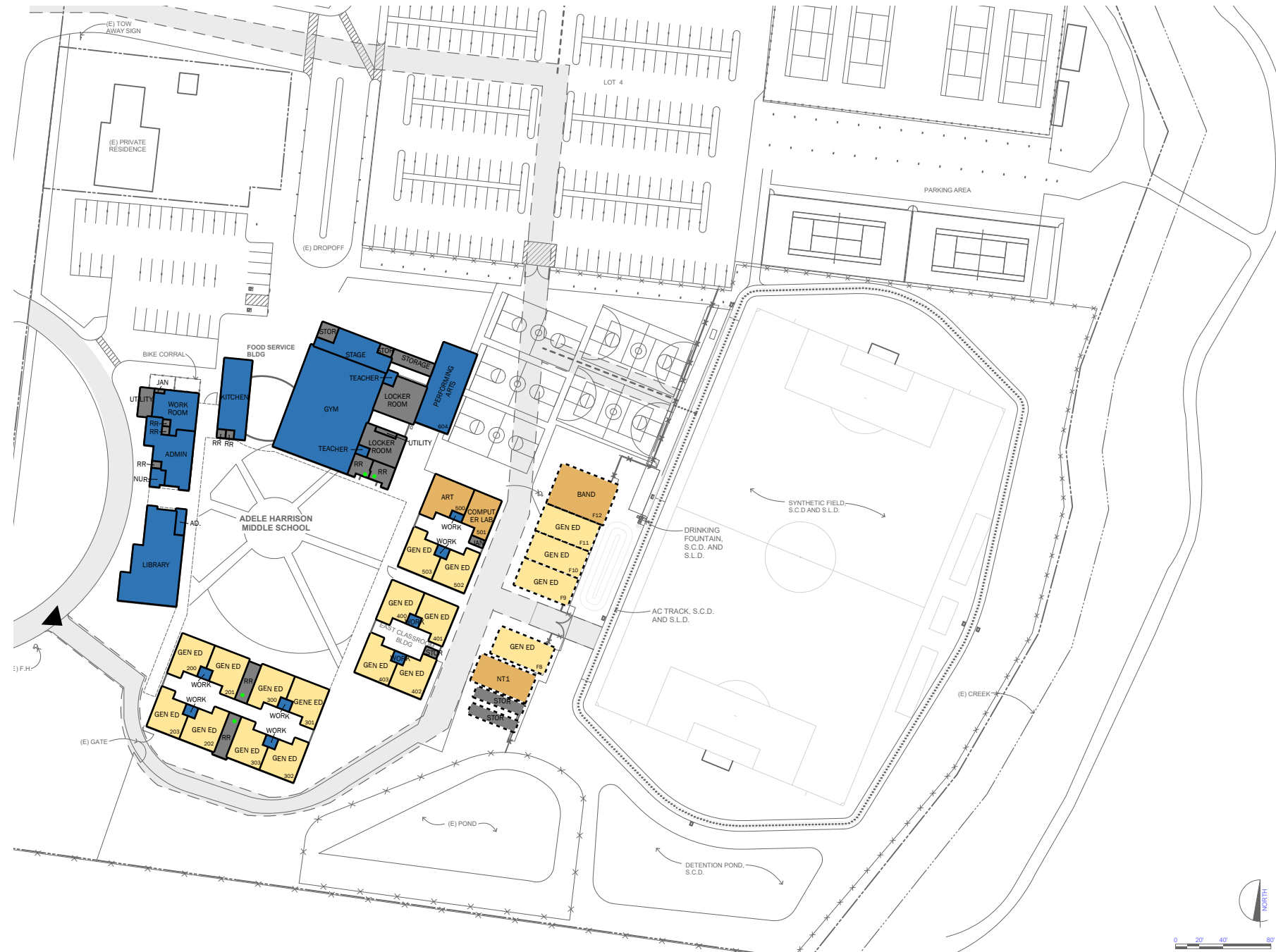
#### LEGEND

- CAMPUS ENTRY
- CLASSROOMS
- Room #
- PERMANENT ROOM
- NON-LOADED CLASSROOMS
- Grade #
- PORTABLE ROOM
- TK/K/SPED
- Room no.
- SERVICES
- ENRICHMENT AND SUPPORT SPACES



## 4.2 SITE PROFILES

### ADELE HARRISON MIDDLE SCHOOL



#### SITE DATA

**Site Area:** 14 Acres  
**Gross Area:** 51,240 SQ FT  
**Previous Projects:**

- Performing Arts Building - 2019
- Field Improvement - 2017
- Portable Classroom - 2014

#### SY 22-23 Site Usage

	Building <input type="checkbox"/>	Portables <input type="checkbox"/>
No. Of Loaded Classrooms:	14	4
No. Of Non-Loaded Classrooms:	2	2
<b>Total Classrooms:</b>	<b>16</b>	<b>6</b>

**Enrollment (SY 22-23):** 324

#### Modeled Capacity

A	B	C	D	E
Total Classrooms	Reserved Enrichment and Support Rooms	Loadable Rooms	Capacity	Average Loading
Permanent + Portable	ES - 6, MS - 10	A-B	C*Loading Standards	D/C
22	10	12	360	30

#### LEGEND

- CAMPUS ENTRY
  - PERMANENT ROOM
  - PORTABLE ROOM
  - SERVICES
  - CLASSROOMS
  - NON-LOADED CLASSROOMS
  - TK/K/SPED
  - ENRICHMENT AND SUPPORT SPACES
- Room**

#

**Grade**

#

**Room no.**



## 4.2 SITE PROFILES

### ALTIMIRA MIDDLE SCHOOL








\* Woodland Star Capacity non included in Altamira Capacity

#### SITE DATA

- Site Area:** 18.5 Acres  
**Gross Area:** 89,817 SQ FT  
**Previous Projects:**
- Locker Room - 2019
  - Track & Field - 2019
  - Mechanical Replacement - 2018
  - Parking Lot Improvements - 2017
  - Portable Classroom - 2015
  - Portable Classroom - 2014

#### SY 22-23 Site Usage










	Building 	Portables 
No. Of Loaded Classrooms:  	21	2
No. Of Non-Loaded Classrooms: 	3	8
<b>Total Classrooms:</b>	<b>24</b>	<b>10</b>

Enrollment (SY 22-23): 387

#### Modeled Capacity

A	B	C	D	E
Total Classrooms	Reserved Enrichment and Support Rooms	Loadable Rooms	Capacity	Average Loading
Permanent + Portable	ES - 6, MS - 10	A-B	C*Loading Standards	D/C
34	10	24	612	25.5

#### LEGEND

-  CAMPUS ENTRY
-  CLASSROOMS
-  NON-LOADED CLASSROOMS
-  TK/K/SPED
-  ENRICHMENT AND SUPPORT SPACES
-  PERMANENT ROOM
-  PORTABLE ROOM
-  SERVICES
-  Room #  
Grade #  
Room no.

## 4.2 SITE PROFILES

### SONOMA CHARTER SCHOOL



#### SITE DATA

**Site Area:** 1.2 Acres  
**Gross Area:** 23,890 SQ FT  
**Previous Projects:**

- Classroom Replacement Phase I - 2019
- Tre-Roofing - 2017
- Modular Admin/Classrooms - 2014

#### SY 22-23 Site Usage

	Building <input type="checkbox"/>	Portables <input type="checkbox"/>
No. Of Loaded Classrooms:	6	4
No. Of Non-Loaded Classrooms:	1	0
<b>Total Classrooms:</b>	<b>7</b>	<b>4</b>

**Enrollment (SY 21-22):** 203

#### Modeled Capacity

*Not Applicable*

#### LEGEND

- CAMPUS ENTRY
- CLASSROOMS
- Room #
- PERMANENT ROOM
- NON-LOADED CLASSROOMS
- Grade #
- PORTABLE ROOM
- TK/K/SPED
- Room no.
- SERVICES
- ENRICHMENT AND SUPPORT SPACES

## 4.2 SITE PROFILES

### WOODLAND STAR CHARTER SCHOOL (RELOCATED AFTER 2022-23 SCHOOL YEAR)






#### SITE DATA

**Site Area:** 2 Acres  
**Gross Area:** 15,426 SQ FT  
**Previous Projects:**

- Replacement of Admin Building & Site Improvements - 2022

#### SY 22-23 Site Usage









		Building <input type="checkbox"/>	Portables <input type="checkbox"/>
No. Of Loaded Classrooms:	 	0	14
No. Of Non-Loaded Classrooms:		0	1
<b>Total Classrooms:</b>		<b>0</b>	<b>15</b>


**Enrollment (SY 21-22):** 211

#### Modeled Capacity


Not Applicable

#### LEGEND


-  CAMPUS ENTRY
  -  PERMANENT ROOM
  -  PORTABLE ROOM
  -  SERVICES
  -  CLASSROOMS
  -  NON-LOADED CLASSROOMS
  -  TK/K/SPED
  -  ENRICHMENT AND SUPPORT SPACES
- Room**



**Grade**



**Room no.**

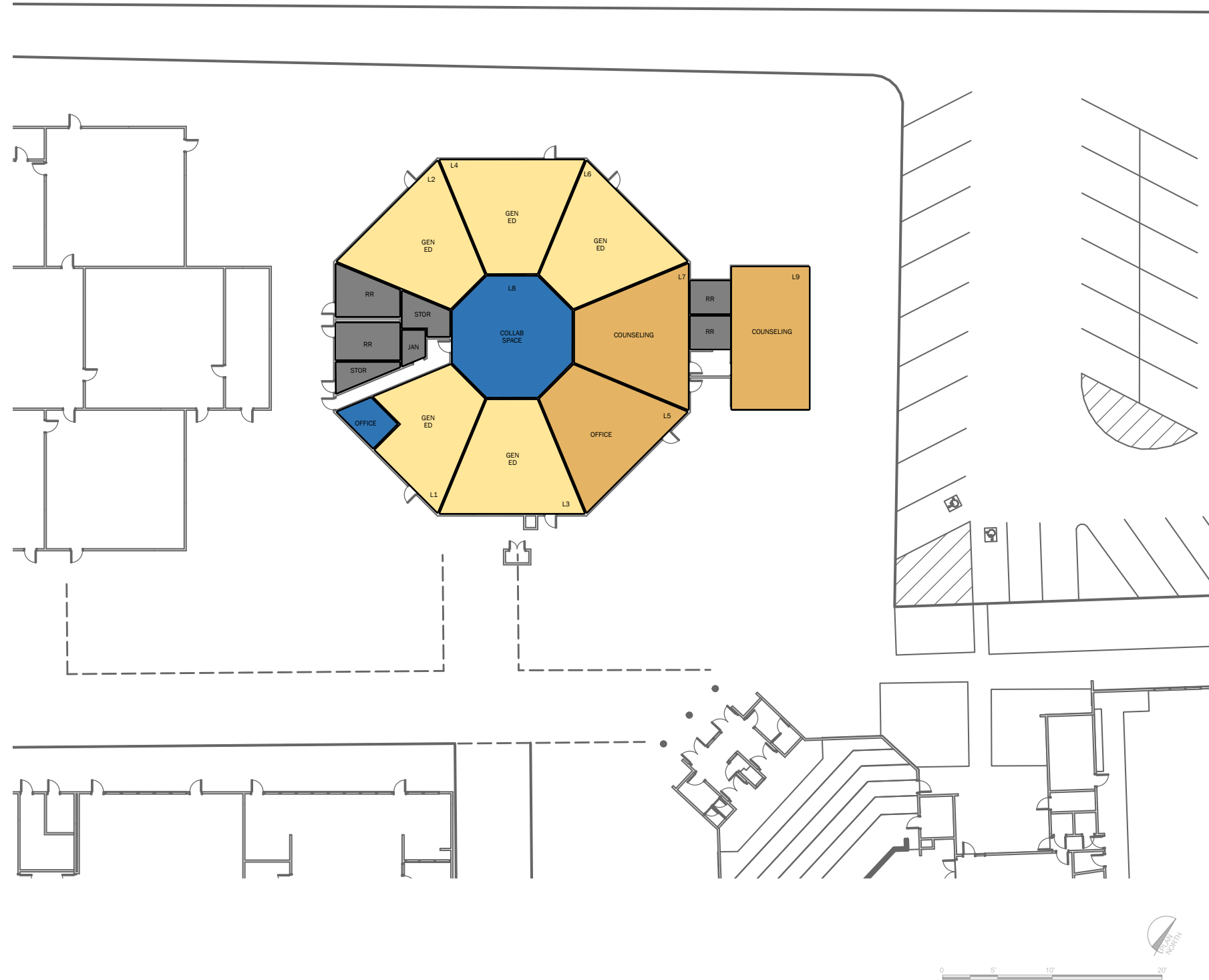






## 4.2 SITE PROFILES

### CREEKSIDE HIGH SCHOOL



#### SITE DATA

Site Area:

Gross Area: 8,034 SQFT

Previous Projects:
 

- Modernization - 2019

	Building	Portables
No. Of Loaded Classrooms:	5	0
No. Of Non-Loaded Classrooms:	3	0
<b>Total Classrooms:</b>	<b>8</b>	<b>0</b>

Capacity: 80

Enrollment (SY 21-22): 54

#### LEGEND

- ▼ CAMPUS ENTRY
  - PERMANENT ROOM
  - ⋯ PORTABLE ROOM
  - SERVICES
  - CLASSROOMS
  - NON-LOADED CLASSROOMS
  - TK/K/SPED
  - ENRICHMENT AND SUPPORT SPACES
- #

#

Room  
Grade  
Room no.

# 4.3 POTENTIAL PROJECTS BY SITE

## EL VERANO ELEMENTARY SCHOOL



**Site Area:** 11 Acres  
**Gross Area:** 46,615 SQ FT  
**Previous Projects:**

- MPR Modernization - 2019
- Shade Structure - 2017
- Roof & Mechanical Replacement - 2016
- Portable Childcare - 2014

**Area Breakdowns:**

		SF
Total for full modernization:	●	27,148
Total for light modernization:	●	11,864

**Modeled Capacity**

A	B	C	D	E
Total Classrooms	Reserved Enrichment and Support Rooms	Loadable Rooms	Capacity	Average Loading
Permanent + Portable	ES - 6, MS - 10	A-B	C*Loading Standards	D/C
30	6	24	575	23.9

**LEGEND**

- ▼ CAMPUS ENTRY
- PERMANENT ROOM
- ▤ PORTABLE ROOM
- SERVICES
- FULL MODERNIZATION
- LIGHT MODERNIZATION

**Room #**  
 #  
 Grade  
 Room no.





## 4.3 POTENTIAL PROJECTS BY SITE

### EL VERANO ELEMENTARY SCHOOL



Site Area: 11 Acres

#### Breakdowns:

Length of Perimeter Fence



Quantity

2,600 LF

Area of Site Improvements:



270,000 SF

Number of Play Structures:

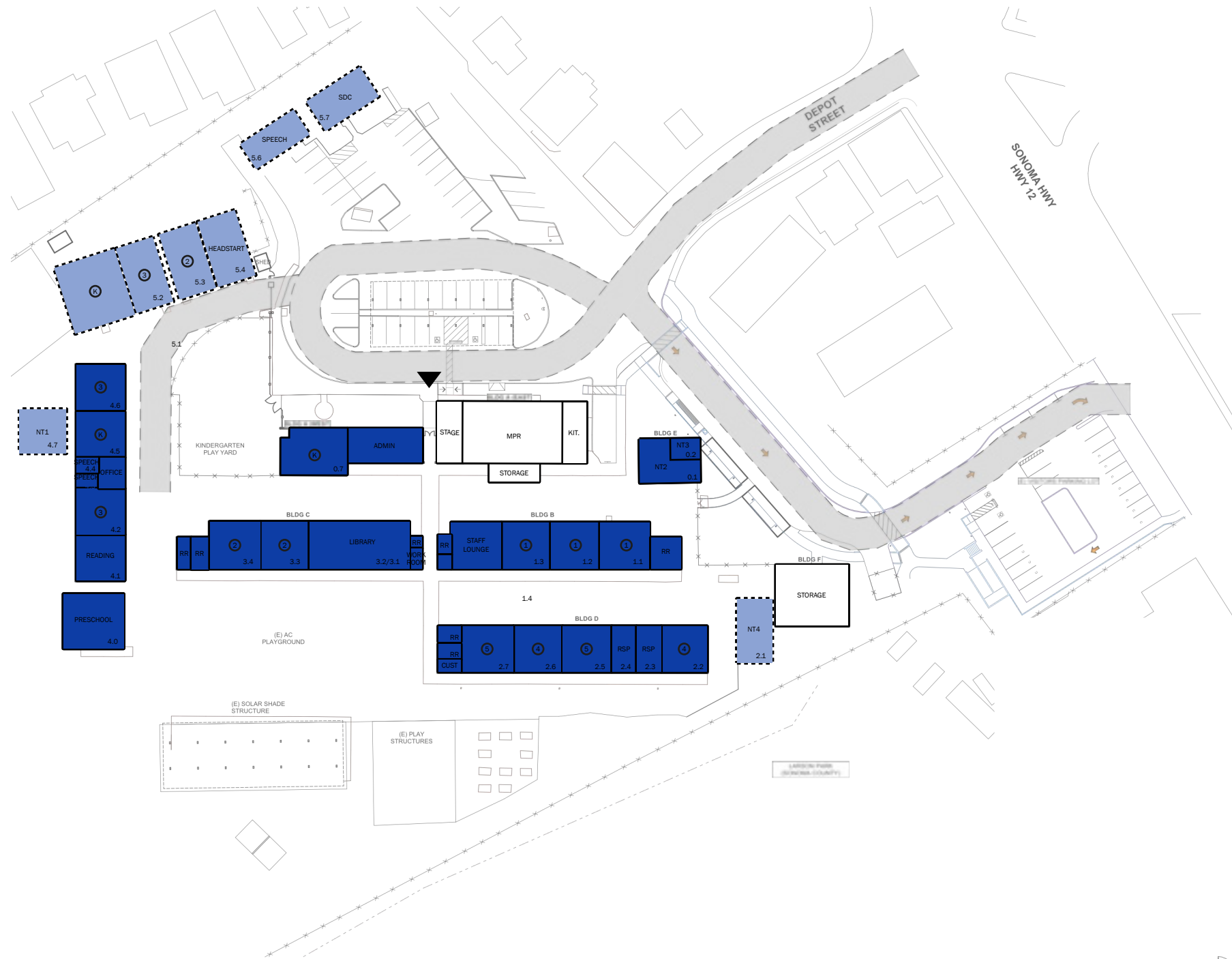


3



# 4.3 POTENTIAL PROJECTS BY SITE

## FLOWERY ELEMENTARY SCHOOL



**Site Area:** 8.3 Acres  
**Gross Area:** 38,625 SQ FT  
**Previous Projects:**

- Kindergarten Playground Improvements - 2019
- Modernization - MPR & Parking - 2019
- Mechanical Replacement - 2016
- Parking Lot Improvements - 2016
- Civil Improvements - 2015

**Area Breakdowns:**

	SF
Total for full modernization: ●	23,613
Total for light modernization: ●	11,040

### Modeled Capacity

A	B	C	D	E
Total Classrooms	Reserved Enrichment and Support Rooms	Loadable Rooms	Capacity	Average Loading
Permanent + Portable	ES - 6, MS - 10	A-B	C*Loading Standards	D/C
24	6	18	440	24.4

### LEGEND

- ▼ CAMPUS ENTRY
  - PERMANENT ROOM
  - ▤ PORTABLE ROOM
  - SERVICES
  - FULL MODERNIZATION
  - LIGHT MODERNIZATION
- Room  
#  


---

Grade  
#  


---

Room no.



## 4.3 POTENTIAL PROJECTS BY SITE

### FLOWERY ELEMENTARY SCHOOL

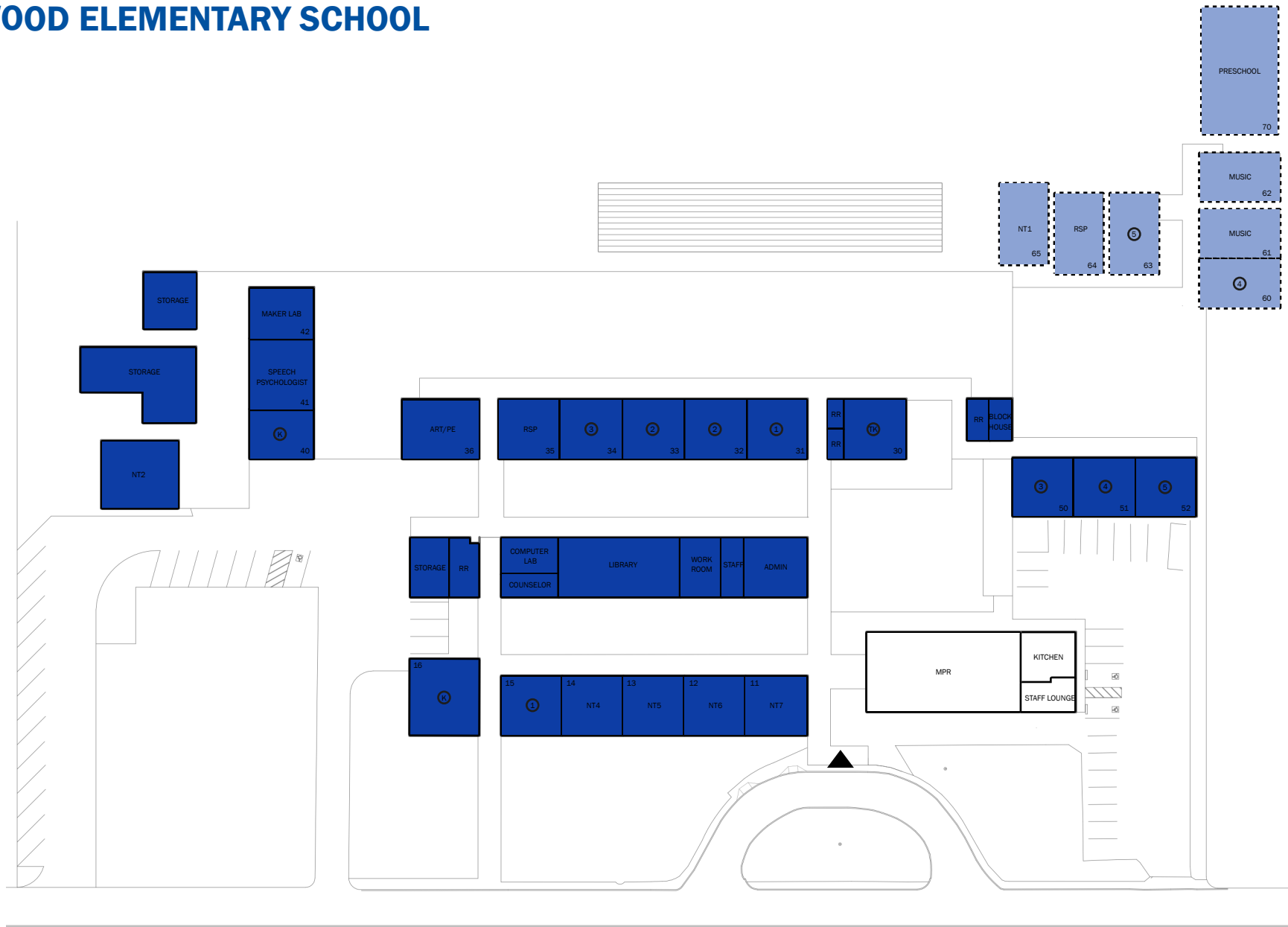


<b>Site Area:</b>	8.3 Acres
<b>Breakdowns:</b>	
Length of Perimeter Fence	2,700 LF
Area of Site Improvements:	320,000 SF
Number of Play Structures:	3



# 4.3 POTENTIAL PROJECTS BY SITE

## PRESTWOOD ELEMENTARY SCHOOL



**Site Area:** 9.7 Acres  
**Gross Area:** 44,210 SQ FT  
**Previous Projects:**

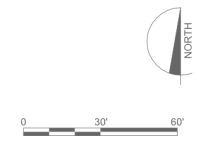
- MPR Modernization - 2022
- Shade Structure - 2017
- Re-roofing & HVAC - 2017
- Preschool Portable Classroom - 2016

**Area Breakdowns:**

	SF
Total for full modernization:	23,511
Total for light modernization:	15,615

### Modeled Capacity

A	B	C	D	E
Total Classrooms	Reserved Enrichment and Support Rooms	Loadable Rooms	Capacity	Average Loading
Permanent + Portable	ES - 6, MS - 10	A-B	C*Loading Standards	D/C
27	6	21	504	24.4



### LEGEND

- ▼ CAMPUS ENTRY
- PERMANENT ROOM
- ▤ PORTABLE ROOM
- SERVICES
- FULL MODERNIZATION
- LIGHT MODERNIZATION
- Room #
- Grade
- Room no.



## 4.3 POTENTIAL PROJECTS BY SITE

### PRESTWOOD ELEMENTARY SCHOOL



Site Area: 9.7 Acres

#### Breakdowns:

Length of Perimeter Fence



Quantity

2,800 LF

Area of Site Improvements:



350,000 SF

Number of Play Structures:



3



# 4.3 POTENTIAL PROJECTS BY SITE

## SASSARINI ELEMENTARY SCHOOL



**Site Area:** 11 Acres  
**Gross Area:** 41,142 SQ FT  
**Previous Projects:**

- New Multi-Use Building with Indoor & Outdoor Stage - 2023
- Exterior Lighting Project - 2019
- Campus Re-roof - 2018
- Shade Structure - 2017
- HVAC Replacement - 2016

**Area Breakdowns:**

		SF
Total for full modernization:	●	24,183
Total for light modernization:	●	12,650

### Modeled Capacity

A	B	C	D	E
Total Classrooms	Reserved Enrichment and Support Rooms	Loadable Rooms	Capacity	Average Loading
Permanent + Portable	ES - 6, MS - 10	A-B	C*Loading Standards	D/C
26	6	20	480	24

### LEGEND

- ▼ CAMPUS ENTRY
  - PERMANENT ROOM
  - ▤ PORTABLE ROOM
  - SERVICES
  - FULL MODERNIZATION
  - LIGHT MODERNIZATION
- Room  
#  
#  
Grade  
Room no.



## 4.3 POTENTIAL PROJECTS BY SITE

### SASSARINI ELEMENTARY SCHOOL



**Site Area:** 11 Acres

**Breakdowns:**

Length of Perimeter Fence



**Quantity**

2,600 LF

Area of Site Improvements:



310,000 SF

Number of Play Structures:

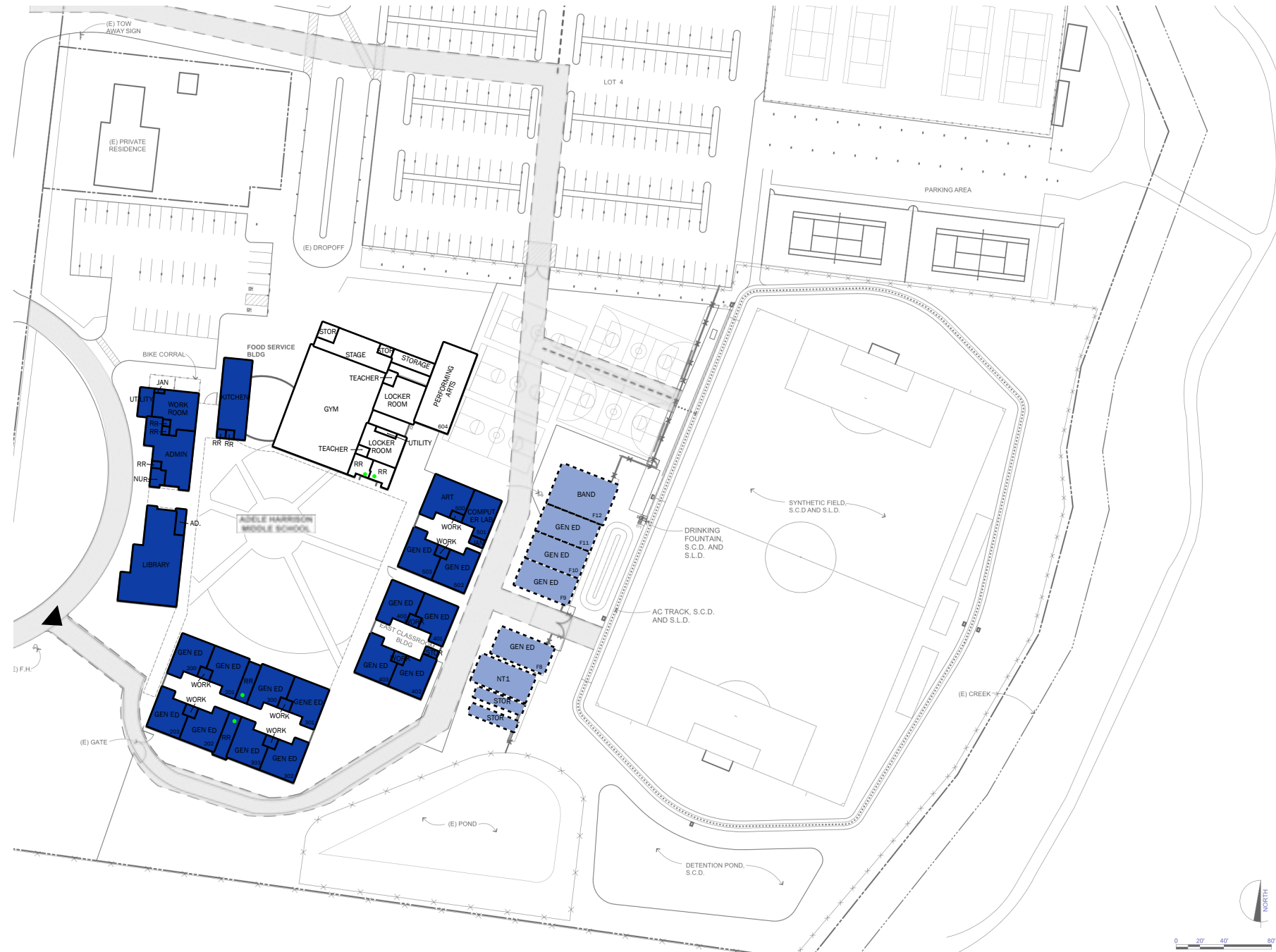


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## 4.3 POTENTIAL PROJECTS BY SITE

### ADELE HARRISON MIDDLE SCHOOL



**Site Area:** 14 Acres  
**Gross Area:** 51,240 SQ FT  
**Previous Projects:**

- Performing Arts Building - 2019
- Field Improvement - 2017
- Portable Classroom - 2014

**Area Breakdowns:**

	SF
Total for full modernization: ●	27,857
Total for light modernization: ●	6,500

**Modeled Capacity**

A	B	C	D	E
Total Classrooms	Reserved Enrichment and Support Rooms	Loadable Rooms	Capacity	Average Loading
Permanent + Portable	ES - 6, MS - 10	A-B	C*Loading Standards	D/C
22	10	12	360	30

**LEGEND**

- ▼ CAMPUS ENTRY
- FULL MODERNIZATION
- PERMANENT ROOM
- LIGHT MODERNIZATION
- ⋯ PORTABLE ROOM
- SERVICES
- |          |
|----------|
| Room     |
| #        |
| Grade    |
| Room no. |



## 4.3 POTENTIAL PROJECTS BY SITE

### ADELE HARRISON MIDDLE SCHOOL



Site Area: 14 Acres

Breakdowns:

Length of Perimeter Fence



Quantity

3,200 LF

Area of Site Improvements:



460,000 SF

Number of Play Structures:

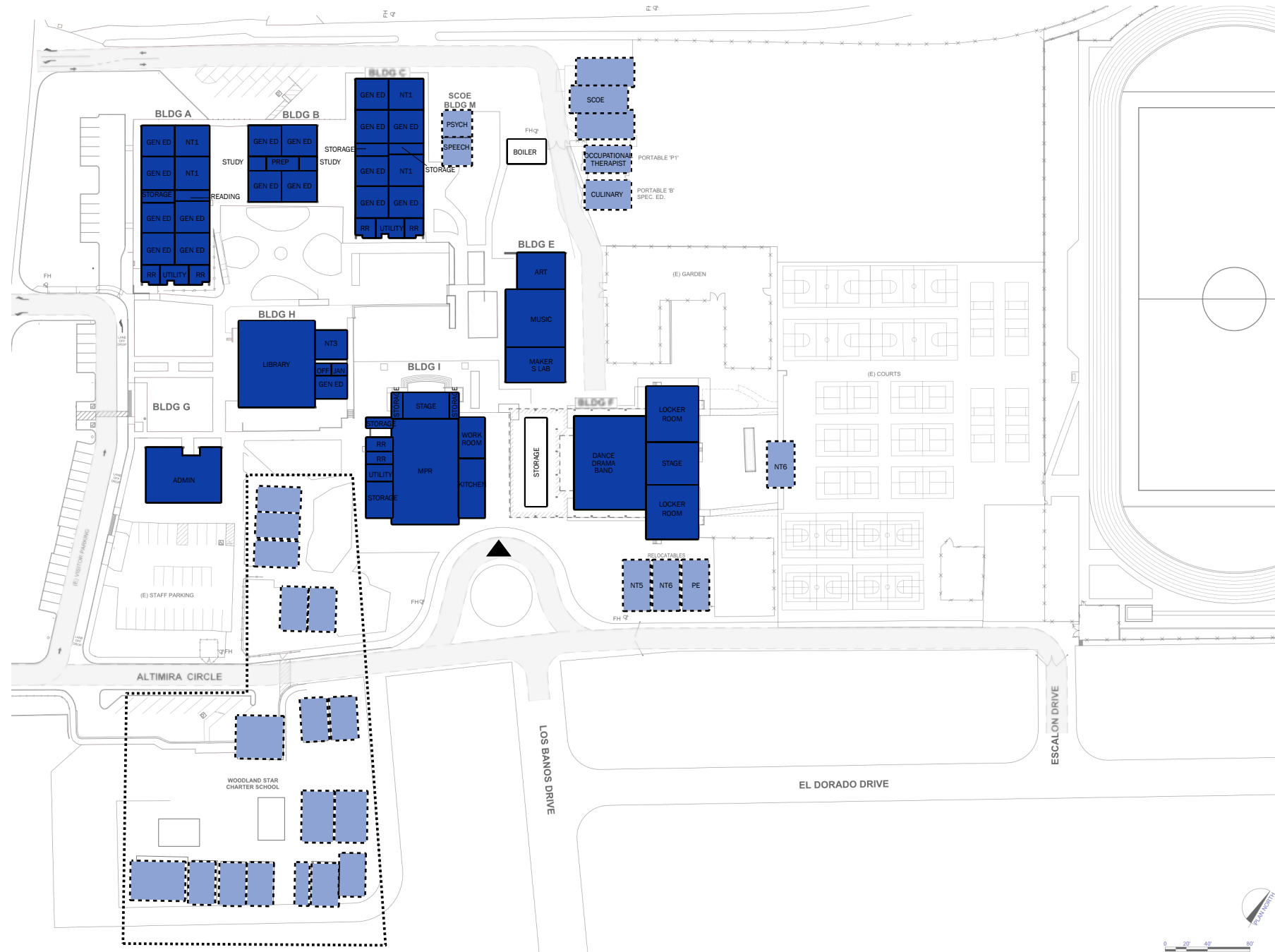


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# 4.3 POTENTIAL PROJECTS BY SITE

## ALTIMIRA MIDDLE SCHOOL



\* Woodland Star Capacity non included in Altamira Capacity

**Site Area:** 18.5 Acres  
**Gross Area:** 89,817 SQ FT  
**Previous Projects:**

- Locker Room - 2019
- Track & Field - 2019
- Mechanical Replacement - 2018
- Parking Lot Improvements - 2017
- Portable Classroom - 2015
- Portable Classroom - 2014

**Area Breakdowns:**

	SF
Total for full modernization:	71,957
Total for light modernization:	17,860

**Modeled Capacity**

A	B	C	D	E
Total Classrooms	Reserved Enrichment and Support Rooms	Loadable Rooms	Capacity	Average Loading
Permanent + Portable	ES - 6, MS - 10	A-B	C*Loading Standards	D/C
34	10	24	612	25.5

**LEGEND**

- ▼ CAMPUS ENTRY
- PERMANENT ROOM
- ▤ PORTABLE ROOM
- SERVICES
- CLASSROOMS
- NON-LOADED CLASSROOMS
- TK/K/SPED
- ENRICHMENT AND SUPPORT SPACES

Room #  
Grade #  
Room no.



## 4.3 POTENTIAL PROJECTS BY SITE

### ALTIMIRA MIDDLE SCHOOL



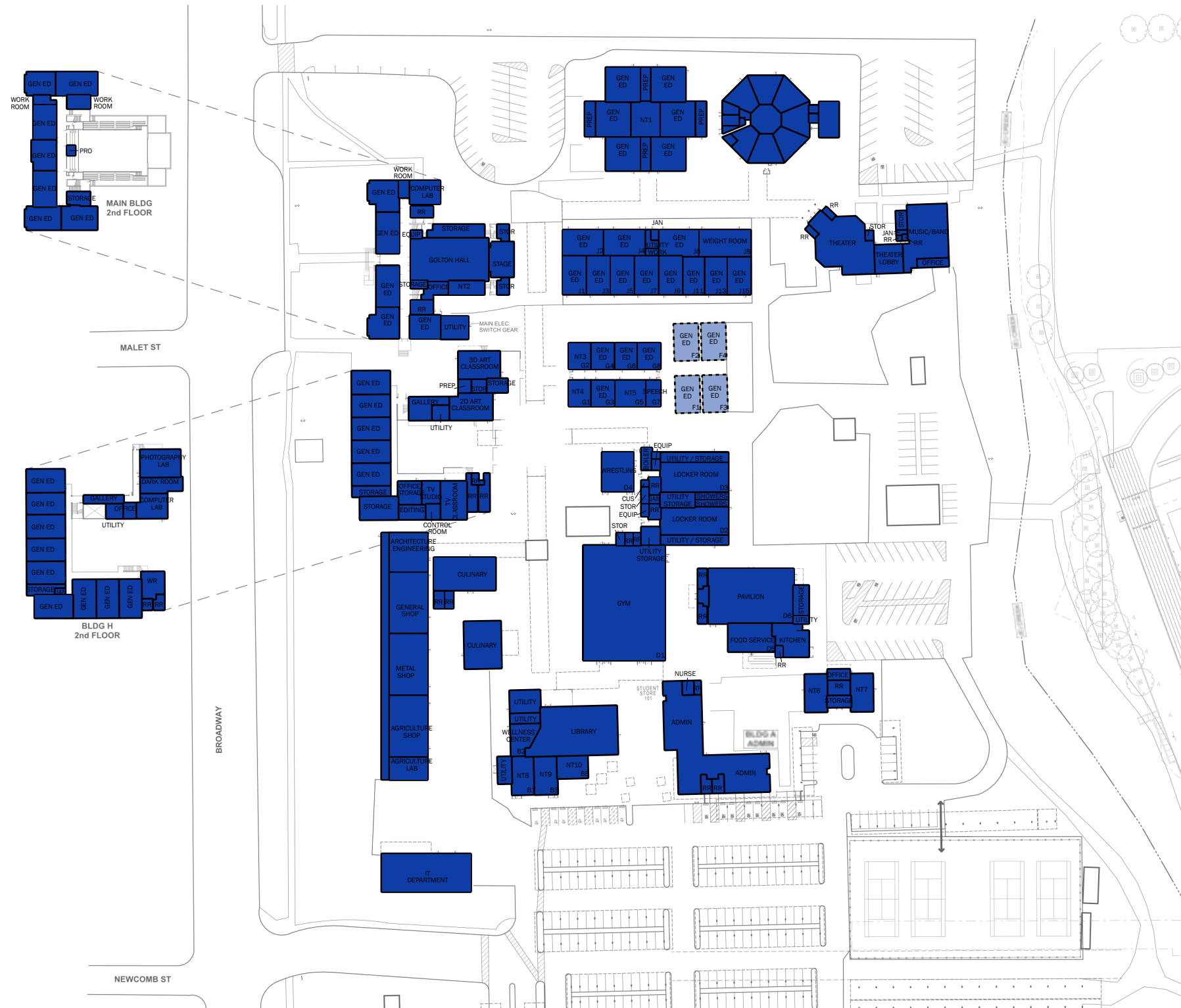
<b>Site Area:</b>	18.5 Acres
<b>Breakdowns:</b>	
Length of Perimeter Fence	4,700 LF
Area of Site Improvements:	690,000 SF
Number of Play Structures:	0

\* Woodland Star included in Altamira



# 4.3 POTENTIAL PROJECTS BY SITE

## SONOMA VALLEY HIGH SCHOOL



**Site Area:** 43 Acres  
**Gross Area:** 51,240 SQ FT  
**Previous Projects:**

- Science Wing Modernization - 2023
- Weight Room - 2021
- Aquatic Center - 2021

**Area Breakdowns:**

	SF
Total for full modernization: ●	185,500
Total for light modernization: ●	6,880

**LEGEND**

- ▼ CAMPUS ENTRY
- PERMANENT ROOM
- ⊞ PORTABLE ROOM
- SERVICES
- CLASSROOMS
- NON-LOADED CLASSROOMS
- TK/K/SPED
- ENRICHMENT AND SUPPORT SPACES

**Room #**  
 #  
 #  
 Grade  
 Room no.



## 4.3 POTENTIAL PROJECTS BY SITE

### SONOMA VALLEY HIGH SCHOOL



Site Area: 43 Acres

Breakdowns:

Length of Perimeter Fence



Quantity

7,000 LF

Area of Site Improvements:



320,000 SF

Number of Play Structures:



0



## 4.3 POTENTIAL PROJECTS BY SITE

### MAINTENANCE AND OPERATIONS BUS YARD



**Site Area:** 3.2 Acres

**Breakdowns:**

Length of Perimeter Fence



**Quantity**

1,500 LF

Area of Site Improvements:



120,000 SF

Number of Play Structures:



0



## 4.3 POTENTIAL PROJECTS BY SITE

### DISTRICT OFFICE



Site Area:

18.5 Acres

Breakdowns:

Length of Perimeter Fence



Quantity

1,300 LF

Area of Site Improvements:



69,000 SF

Number of Play Structures:



0



# 4.4 COST ESTIMATE DETAILS

## FULL MODIFICATION COSTS (PERMANENT BUILDINGS)

<b>RSMeans data</b> from <b>BORDIAN</b>	<b>Square Foot Cost Estimate Report</b>	<b>7/19/2023</b>
<b>Estimate Name:</b>	<b>SVUSD Full Mod SF Template</b>	
<b>Location:</b>	<b>SANTA ROSA, CA</b>	
<b>Floor Area (S.F.):</b>	<b>8600</b>	
<b>Labor Type:</b>	<b>RR</b>	
<b>Basement Included:</b>	<b>No</b>	
<b>Data Release:</b>	<b>Year 2023 Quarter 2</b>	
<b>Cost Per Square Foot:</b>	<b>\$315.12</b>	

		% of Total	Cost Per S.F.	Cost
<b>B</b>	<b>Shell</b>	<b>12%</b>	<b>\$20.22</b>	<b>\$173,877.69</b>
<b>B2020</b>	<b>Exterior Windows</b>		<b>\$18.22</b>	<b>\$156,669.90</b>
B20201066550	Windows, aluminum, awning, insulated glass, 4'-5" x 5'-3"		\$8.99	\$77,276.09
B20202101250	Aluminum flush tube frame, for 1/4" glass, 1-3/4"x4", 5'x20' opening,		\$3.69	\$31,722.53
B20202201400	Glazing panel, insulating, 1" thick units, 2 lites, 1/4" float glass, clear		\$5.54	\$47,671.28
<b>B2030</b>	<b>Exterior Doors</b>		<b>\$1.57</b>	<b>\$13,531.35</b>
B20301106950	Door, aluminum & glass, with transom, narrow stile, double door,		\$1.14	\$9,846.77
B20302203450	Door, steel 18 gauge, hollow metal, 1 door with frame, no label, 3'-0"		\$0.43	\$3,684.58
<b>B3020</b>	<b>Roof Openings</b>		<b>\$0.43</b>	<b>\$3,676.44</b>
B30202100300	Roof hatch, with curb, 1" fiberglass insulation, 2'-6" x 3'-0", galvanized		\$0.19	\$1,663.88
B30202102100	Smoke hatch, unlabeled, galvanized, 2'-6" x 3', not incl hand winch		\$0.23	\$2,012.56
<b>C</b>	<b>Interiors</b>	<b>19%</b>	<b>\$32.47</b>	<b>\$333,151.30</b>
<b>C1020</b>	<b>Interior Doors</b>		<b>\$1.98</b>	<b>\$17,020.00</b>
C10201022600	Door, single leaf, kd steel frame, hollow metal, commercial quality,		\$1.98	\$17,020.00
<b>C1030</b>	<b>Fittings</b>		<b>\$1.63</b>	<b>\$14,004.35</b>
C10301100400	Toilet partitions, cubicles, ceiling hung, painted metal		\$1.19	\$10,273.82
C10305200240	Chalkboards, liquid chalk type, aluminum frame & chalktrough		\$0.43	\$3,730.53
<b>C3010</b>	<b>Wall Finishes</b>		<b>\$3.76</b>	<b>\$32,301.45</b>
C30102300140	Painting, interior on plaster and drywall, walls & ceilings, roller work,		\$0.96	\$8,256.62
C30102300140	Painting, interior on plaster and drywall, walls & ceilings, roller work,		\$1.42	\$12,172.62
C30102301940	Ceramic tile, thin set, 4-1/4" x 4-1/4"		\$1.38	\$11,872.21
<b>C3020</b>	<b>Floor Finishes</b>		<b>\$11.98</b>	<b>\$103,037.24</b>
C30204100160	Carpet, tufted, nylon, roll goods, 12' wide, 36 oz		\$0.65	\$5,629.84
C30204100220	Carpet, padding, add to above, 2.7 density		\$0.16	\$1,367.43
C30204101120	Terrazzo, maximum		\$5.13	\$44,100.59
C30204101600	Vinyl, composition tile, maximum		\$2.16	\$18,604.33
C30204102160	Oak strip, sanded and finished, minimum		\$3.21	\$27,566.27
C30204102340	Underlayment, plywood, 3/8" thick		\$0.67	\$5,768.78
<b>C3030</b>	<b>Ceiling Finishes</b>		<b>\$13.12</b>	<b>\$112,840.17</b>
C30302107400	Acoustic ceilings, 3/4" mineral fiber, 12" x 12" tile, concealed 2" bar &		\$13.12	\$112,840.17
<b>D</b>	<b>Services</b>	<b>19%</b>	<b>\$32.11</b>	<b>\$276,112.70</b>
<b>D2017</b>	<b>Plumbing Fixture Renovation</b>		<b>\$4.53</b>	<b>\$38,976.82</b>
D20172401100	Water closet, vitreous china, tank type, wall hung		\$1.04	\$8,943.79
D20172401150	Urinal, vitreous china, wall hung		\$0.48	\$4,110.41
D20172401240	Lavatory w/trim, wall hung, PE on CI, 20" x 18"		\$1.51	\$12,952.20
D20172401350	Kitchen sink w/trim, countertop, stainless steel, double bowl, 43" x		\$0.28	\$2,445.11
D20172401580	Service sink w/trim, PE on CI, wall hung w/rim guard, 24" x 20"		\$0.11	\$988.98
D20172401740	Water cooler, electric, wall hung, Wheelchair type, 7.5 GPH		\$1.11	\$9,536.33
<b>D2027</b>	<b>Domestic Water Distribution Renovation</b>		<b>\$0.45</b>	<b>\$3,845.22</b>
D20272201180	Commercial, 100°F rise, 300 MBH input, 278 GPH		\$0.45	\$3,845.22
<b>D3017</b>	<b>Energy Supply Renovation</b>		<b>\$5.32</b>	<b>\$45,788.21</b>
D30172151110	Heating system, fin tube radiation, forced hot water, 10,000 S.F.,		\$5.32	\$45,788.21
<b>D3057</b>	<b>Terminal &amp; Package Unit Renovation</b>		<b>\$5.36</b>	<b>\$46,060.91</b>
D30572701140	Split system, air cooled condensing unit, schools and colleges, 20,000		\$5.36	\$46,060.91

<b>D4017</b>	<b>Sprinkler Renovation</b>		<b>\$1.90</b>	<b>\$16,325.89</b>
D40172771150	Heads and branches, steel, light hazard, 1 floor, 50,000 S.F.		\$1.87	\$16,083.89
D40172771310	Detection and alarm, steel, light hazard, 1 floor, 50,000 S.F.		\$0.03	\$242.00
<b>D5010</b>	<b>Electrical Service/Distribution</b>		<b>\$2.64</b>	<b>\$22,733.85</b>
D50102400280	Switchgear installation, incl switchboard, panels & circuit breaker,		\$2.64	\$22,733.85
<b>D5027</b>	<b>Lighting and Branch Wiring Renovation</b>		<b>\$9.31</b>	<b>\$80,071.34</b>
D50271101130	Incl plate, box, conduit, wire, 8 per 1,000 S.F., .9 watts per S.F.		\$1.54	\$13,272.29
D50271101200	Receptacles, transformer, .9 w per S.F.		\$0.81	\$6,948.37
D50272101120	Wall switches, finish work, 2.0 per 1000 S.F.		\$0.31	\$2,679.16
D50273101140	Recess mounted in ceiling, 1.6 watt per S.F., 40 FC, 10 fixtures @ 32		\$6.65	\$57,171.52
<b>D5030</b>	<b>Communications and Security</b>		<b>\$0.30</b>	<b>\$2,550.56</b>
D50309100462	Fire alarm command center, addressable with voice, excl. wire &		\$0.30	\$2,550.56
<b>D5037</b>	<b>Communications and Security Renovation</b>		<b>\$2.30</b>	<b>\$19,759.90</b>
D50374101210	Sound systems, monitor panel, antenna AM/FM, amplifier, and		\$0.08	\$686.11
D50374101230	Sound systems, includes outlets, boxes, conduit and wire, 12 outlets		\$0.14	\$1,240.58
D50374101290	Master clock systems, includes outlets, boxes, conduit and wire, 10		\$0.16	\$1,398.48
D50374101340	Master TV antenna systems, sound system, components, antenna		\$0.01	\$54.29
D50374101360	Master TV antenna systems, includes outlets, boxes, conduit and wire,		\$0.18	\$1,561.03
D50374101430	Fire detection, addressable, includes outlets, boxes, conduit and wire,		\$1.48	\$12,735.60
D50374151110	Internet wiring, 2 data/voice outlets per 1000 S.F.		\$0.18	\$1,532.41
D50374151150	Internet wiring, patch panel, 2 data/voice outlets per 1000 S.F.		\$0.06	\$551.40
<b>E</b>	<b>Equipment &amp; Furnishings</b>	<b>43%</b>	<b>\$73.05</b>	<b>\$898,980.00</b>
<b>E1090</b>	<b>Other Equipment</b>		<b>\$104.53</b>	<b>\$628,255.68</b>
E1090115313130610	10.00-Laboratory equipment, fume hood, with countertop & base,		\$1.52	\$13,087.50
E1090282313102000	1.00-Closed circuit television system (CCTV), surveillance, one station		\$0.15	\$1,308.75
E1090282313102200	6.00-Closed circuit television system (CCTV), surveillance, for		\$0.35	\$3,015.36
E1090113013183300	1.00-Garbage disposal, residential appliances, sink type, minimum		\$0.04	\$324.57
E1090105723190900	800.00-Wood shelving, bookcase, clear grade pine, 8" deep, shelves		\$2.39	\$20,520.00
E1090224526104600	1.00-Industrial safety fixture, eye and face wash, combination		\$0.13	\$1,097.21
E1090123553130020	120.00-Laboratory casework, cabinets, base, door units, metal		\$42.00	\$361,215.60
E1090115313230650	2.00-Laboratory equipment, fume hood, ductwork, , straight runs, no		\$1.89	\$16,228.50
E1090282313103410	6.00-Closed circuit television system (CCTV), industrial quality, for		\$1.00	\$8,637.78
E1090102813132450	10.00-Toilet room accessories, hand dryer, touch free, 1400 watt,		\$2.16	\$18,584.30
E1090102813133800	10.00-Toilet accessories, mirror, 72" x 24", with 5" stainless steel shelf		\$1.22	\$10,470.00
E1090101310102600	1.00-Directory boards, building directory, aluminum black felt panels,		\$0.24	\$2,094.00
E1090102813134600	10.00-Toilet accessories, soap dispenser, chrome, surface mounted,		\$0.12	\$989.40
E1090224713102780	10.00-Drinking fountain, wall mounted, non-recessed, stainless steel,		\$1.69	\$14,496.80
E1090123653100020	120.00-Laboratory casework, counter tops, epoxy resin, acid-proof,		\$2.18	\$18,720.00
E1090115319130700	1.00-Laboratory equipment, glassware washer, undercounter,		\$1.23	\$10,574.70
E1090123570132000	12.00-Casework, base cabinets, hospital, for drop-in stainless 43" x 21"		\$2.34	\$20,102.40
E1090125633100500	School furniture, classroom, movable chair & desk type, minimum		\$3.42	\$29,400.00
E1090275119101600	1.00-Sound system, amplifier, 250 W, excl rough-in wires, cables &		\$0.28	\$2,422.58
E1090275119100400	25.00-Sound system, speaker, ceiling or wall, excl rough-in wires,		\$0.93	\$7,992.00
E1090275313501800	1.00-Master time clock system, master controller, clocks & bells, 50		\$6.39	\$54,945.00
E1090282313102000	1.00-Closed circuit television system (CCTV), surveillance, one station		\$0.15	\$1,296.25
E1090282313102200	6.00-Closed circuit television system (CCTV), surveillance, for		\$0.34	\$2,955.48
E1090284611275200	25.00-Detection system, heat detector, smoke detector, ceiling type,		\$0.90	\$7,777.50
<b>F</b>	<b>Special Construction</b>	<b>7%</b>	<b>\$12.12</b>	<b>\$104,201.31</b>
<b>F2010</b>	<b>Building Elements Demolition</b>		<b>\$12.12</b>	<b>\$104,201.31</b>
F20102101130	Demolition, windows, aluminum, to 25 S.F.		\$0.80	\$6,866.09
F20102121130	Window demolition, by SF, Aluminum, to 100 S.F.		\$0.26	\$2,278.56
F20102201120	Demolition, single door, 3'-0" x 7' to 10' opening, metal frame		\$0.06	\$551.87
F20102201160	Demolition, double door, 6'-0" x 7' to 10' opening, metal frame		\$0.12	\$1,000.26
F20102201290	Demolition, interior, single leaf, 3'-0" x 7'-0" x 1-3/8", metal frame		\$0.07	\$619.00
F20102401110	Hatch Demolition, roof hatch, metal, 2'-6" x 3'-0"		\$0.05	\$466.79
F20102501110	Demolition, non-masonry, wood or metal studs		\$0.66	\$5,669.08
F20104201100	Demolition, wall mounted, boards and panels		\$0.43	\$3,725.11



## 4.4 COST ESTIMATE DETAILS

### FULL MODIFICATION COSTS CONT.

F20104301150	Demolition, toilet partition, ceiling hung or floor mounted	\$0.05	\$459.17	
F20104501110	Demolition, scraping and clean up, hand carry 0-100', carpet	\$0.07	\$642.31	
F20104501120	Demolition, Scraping and clean up, hand carry 0-100', carpet pad	\$0.06	\$500.03	
F20104501160	Demolition, composition flooring, terrazzo	\$0.33	\$2,801.45	
F20104501180	Demolition, vinyl composite tile	\$1.35	\$11,609.07	
F20104501200	Demolition, Ceramic or porcelain tile, strip flooring, wood	\$0.18	\$1,517.44	
F20104501210	Demolition, underlayment, plywood	\$0.13	\$1,103.54	
F20104601170	Demolition, acoustic ceiling system, grid and tiles	\$0.72	\$6,164.39	
F20104701100	Demolition, wall covering, ceramic tile, thin set	\$0.06	\$543.25	
F20106101110	Demolition, water closet, wall hung	\$0.10	\$866.61	
F20106101130	Demolition, water cooler, wall or deck mounted	\$0.05	\$462.76	
F20106101140	Demolition, lavatory, countertop	\$0.01	\$68.98	
F20106101170	Demolition, lavatory, wall hung	\$0.06	\$499.84	
F20106201130	Demolition, water heater, 50 thru 120 gallons	\$0.01	\$98.22	
F20106351110	Demolition, heating systems, fin tube radiation, forced hot water,	\$3.78	\$32,465.34	
F20106851140	Demolition, air cooled condensing unit, schools and colleges, 20,000	\$1.82	\$15,650.62	
F20106901120	Demolition, Heads and branches, steel, light hazard, 1 floor, 2,000 S.F.	\$0.00	\$0.20	
F20106901150	Demolition, Heads and branches, steel, light hazard, 1 floor, 50,000	\$0.06	\$475.99	
F20106901270	Demolition, Detection and alarm, steel, light hazard, 1 floor, 50,000	\$0.00	\$3.88	
F20107101140	Demolition, installation, incl switchboard, panels and circuit breaker,	\$0.34	\$2,887.68	
F20107201130	Demolition, Incl plate, box, conduit, wire, 8 per 1,000 S.F., .9 watts per	\$0.03	\$258.69	
F20107201220	Demolition, Phase 1, transformer, .9 watts per S.F., 1 kVA	\$0.12	\$1,034.75	
F20107301120	Demolition, Wall switches, finish work, 2.0 per 1000 S.F.	\$0.01	\$46.56	
F20107351140	Demolition, Recess mounted in ceiling, 1.6 watt per S.F., 40 FC, 10	\$0.29	\$2,528.68	
F20107551210	Demolition, sound systems, monitor panel, antenna AM/FM,	\$0.00	\$3.65	
F20107551230	Demolition, sound systems, includes outlets, boxes, conduit and wire,	\$0.00	\$0.02	
F20107551290	Demolition, master clock systems, includes outlets, boxes, conduit and	\$0.00	\$30.24	
F20107551340	Demolition, master TV antenna systems, sound system, components,	\$0.00	\$18.09	
F20107551360	Demolition, master TV antenna systems, includes outlets, boxes,	\$0.00	\$38.86	
F20107551430	Demolition, fire detection, addressable, includes outlets, boxes,	\$0.02	\$147.31	
F20107551450	Demolition, fire alarm & command center, excludes conduit and wire,	\$0.00	\$17.39	
F20107601110	Demolition, internet wiring, 2 data/voice outlets per 1000 S.F.	\$0.00	\$34.92	
F20107601150	Demolition, internet wiring, patch panel, 8 data/voice outlets per	\$0.01	\$44.62	
<b>SubTotal</b>		<b>100%</b>	<b>\$169.96</b>	<b>\$1,461,650.59</b>
<b>Design Contingency</b>		<b>5%</b>	<b>\$8.50</b>	<b>\$73,082.53</b>
<b>Contractor Fees (General Conditions,Overhead,Profit)</b>		<b>35.0%</b>	<b>\$62.46</b>	<b>\$537,156.59</b>
<b>Architectural Fees</b>		<b>9.0%</b>	<b>\$21.68</b>	<b>\$186,470.07</b>
<b>User Fees</b>		<b>20.0%</b>	<b>\$52.52</b>	<b>\$451,671.96</b>
<b>Total Building Cost</b>			<b>\$315.12</b>	<b>\$2,710,031.74</b>



# 4.4 COST ESTIMATE DETAILS

## LIGHT MODIFICATION COSTS (PORTABLE REFRESH)

<b>RSMeans data</b>	<b>Square Foot Cost Estimate Report</b>	<b>7/19/2023</b>
Estimate Name:	SVUSD Light Mod SF Template	
Building Type:	School Elementary Reno with Level 5 plus Equip, Ext Doors & Windows	
Location:	SANTA ROSA, CA	
Data Release:	Year 2023 Quarter 2	
Cost Per Square Foot:	\$84.46	<small>Costs are derived from a building model with basic components. Scope differences and market conditions can cause costs to vary significantly.</small>

		% of Total	Cost Per S.F.	Cost
<b>B</b>	<b>Shell</b>	<b>3%</b>	<b>\$1.57</b>	<b>\$173,877.69</b>
<b>B2030</b>	<b>Exterior Doors</b>		<b>\$1.57</b>	<b>\$13,531.35</b>
B20301106950	Door, aluminum & glass, with transom, narrow stile, double door, hardware, 6'-0" x 10'-0" opening		\$1.14	\$9,846.77
B20302203450	Door, steel 18 gauge, hollow metal, 1 door with frame, no label, 3'-0" x 7'-0" opening		\$0.43	\$3,684.58
<b>C</b>	<b>Interiors</b>	<b>67%</b>	<b>\$30.49</b>	<b>\$333,151.30</b>
<b>C1030</b>	<b>Fittings</b>		<b>\$1.63</b>	<b>\$14,004.35</b>
C10301100400	Toilet partitions, cubicles, ceiling hung, painted metal		\$1.19	\$10,273.82
C10305200240	Chalkboards, liquid chalk type, aluminum frame & chalktrough		\$0.43	\$3,730.53
<b>C3010</b>	<b>Wall Finishes</b>		<b>\$3.76</b>	<b>\$32,301.45</b>
C30102300140	Painting, interior on plaster and drywall, walls & ceilings, roller work, primer & 2 coats		\$0.96	\$8,256.62
C30102300140	Painting, interior on plaster and drywall, walls & ceilings, roller work, primer & 2 coats		\$1.42	\$12,172.62
C30102301940	Ceramic tile, thin set, 4-1/4" x 4-1/4"		\$1.38	\$11,872.21
<b>C3020</b>	<b>Floor Finishes</b>		<b>\$11.98</b>	<b>\$103,037.24</b>
C30204100160	Carpet, tufted, nylon, roll goods, 12' wide, 36 oz		\$0.65	\$5,629.84
C30204100220	Carpet, padding, add to above, 2.7 density		\$0.16	\$1,367.43
C30204101120	Terrazzo, maximum		\$5.13	\$44,100.59
C30204101600	Vinyl, composition tile, maximum		\$2.16	\$18,604.33
C30204102160	Oak strip, sanded and finished, minimum		\$3.21	\$27,566.27
C30204102340	Underlayment, plywood, 3/8" thick		\$0.67	\$5,768.78
<b>C3030</b>	<b>Ceiling Finishes</b>		<b>\$13.12</b>	<b>\$112,840.17</b>
C30302107400	Acoustic ceilings, 3/4" mineral fiber, 12" x 12" tile, concealed 2" bar & channel grid, suspended support		\$13.12	\$112,840.17
<b>D</b>	<b>Services</b>	<b>16%</b>	<b>\$7.13</b>	<b>\$276,112.70</b>
<b>D2017</b>	<b>Plumbing Fixture Renovation</b>		<b>\$4.53</b>	<b>\$38,976.82</b>
D20172401100	Water closet, vitreous china, tank type, wall hung		\$1.04	\$8,943.79
D20172401150	Urinal, vitreous china, wall hung		\$0.48	\$4,110.41
D20172401240	Lavatory w/trim, wall hung, PE on CI, 20" x 18"		\$1.51	\$12,952.20
D20172401350	Kitchen sink w/trim, countertop, stainless steel, double bowl, 43" x 22"		\$0.28	\$2,445.11
D20172401580	Service sink w/trim, PE on CI, wall hung w/rim guard, 24" x 20"		\$0.11	\$988.98
D20172401740	Water cooler, electric, wall hung, Wheelchair type, 7.5 GPH		\$1.11	\$9,536.33
<b>D5030</b>	<b>Communications and Security</b>		<b>\$0.30</b>	<b>\$2,550.56</b>
D50309100462	Fire alarm command center, addressable with voice, excl. wire & conduit		\$0.30	\$2,550.56
<b>D5037</b>	<b>Communications and Security Renovation</b>		<b>\$2.30</b>	<b>\$19,759.90</b>
D50374101210	Sound systems, monitor panel, antenna AM/FM, amplifier, and cabinets		\$0.08	\$686.11
D50374101230	Sound systems, includes outlets, boxes, conduit and wire, 12 outlets		\$0.14	\$1,240.58
D50374101290	Master clock systems, includes outlets, boxes, conduit and wire, 10 rooms		\$0.16	\$1,398.48
D50374101340	Master TV antenna systems, sound system, components, antenna AM/FM		\$0.01	\$54.29

D50374101360	Master TV antenna systems, includes outlets, boxes, conduit and wire, 12 outlets	\$0.18	\$1,561.03	
D50374101430	Fire detection, addressable, includes outlets, boxes, conduit and wire, 100 detectors	\$1.48	\$12,735.60	
D50374151110	Internet wiring, 2 data/voice outlets per 1000 S.F.	\$0.18	\$1,532.41	
D50374151150	Internet wiring, patch panel, 2 data/voice outlets per 1000 S.F.	\$0.06	\$551.40	
<b>E</b>	<b>Equipment &amp; Furnishings</b>	<b>8%</b>	<b>\$3.42</b>	<b>\$898,980.00</b>
E1090125633100500	School furniture, classroom, movable chair & desk type, minimum	\$3.42	\$29,400.00	
<b>F</b>	<b>Special Construction</b>	<b>6%</b>	<b>\$2.95</b>	<b>\$104,201.31</b>
<b>F2010</b>	<b>Building Elements Demolition</b>		<b>\$12.12</b>	<b>\$25,349.27</b>
F20102201120	Demolition, single door, 3'-0" x 7' to 10' opening, metal frame	\$0.06	\$551.87	
F20104301150	Demolition, toilet partition, ceiling hung or floor mounted	\$0.05	\$459.17	
F20104501110	Demolition, scraping and clean up, hand carry 0-100', carpet	\$0.07	\$642.31	
F20104501120	Demolition, Scraping and clean up, hand carry 0-100', carpet pad	\$0.06	\$500.03	
F20104501160	Demolition, composition flooring, terrazzo	\$0.33	\$2,801.45	
F20104501180	Demolition, vinyl composite tile	\$1.35	\$11,609.07	
F20104501200	Demolition, Ceramic or porcelain tile, strip flooring, wood	\$0.18	\$1,517.44	
F20104501210	Demolition, underlayment, plywood	\$0.13	\$1,103.54	
F20104601170	Demolition, acoustic ceiling system, grid and tiles	\$0.72	\$6,164.39	
<b>SubTotal</b>		<b>100%</b>	<b>\$45.55</b>	<b>\$391,751.11</b>
<b>Design Contingency</b>		<b>5%</b>	<b>\$2.28</b>	<b>\$19,587.56</b>
<b>Contractor Fees (General Conditions,Overhead,Profit)</b>		<b>35.0%</b>	<b>\$16.74</b>	<b>\$143,968.53</b>
<b>Architectural Fees</b>		<b>9.0%</b>	<b>\$5.81</b>	<b>\$49,977.65</b>
<b>User Fees</b>		<b>20.0%</b>	<b>\$14.08</b>	<b>\$121,056.97</b>
<b>Total Building Cost</b>			<b>\$84.46</b>	<b>\$726,341.82</b>

# 4.4 COST ESTIMATE DETAILS

## SITE IMPROVEMENT COSTS

### BASIC SITE IMPROVEMENTS PER SF ESTIMATE

RSMMeans data from GORDIAN		Square Foot Cost Estimate Report		Date:
Estimate Name:	SVUSD Full Mod SF Template			
Location:	SANTA ROSA, CA			
Data Release:	Year 2023 Quarter 2	Costs are derived from a building model with basic components.		
Cost Per Square Foot:	\$1.08	Scope differences and market conditions can cause costs to vary significantly.		
		% of Total	Cost Per S.F.	
<b>E</b>	<b>Equipment &amp; Furnishings</b>	<b>50.33%</b>	<b>\$0.51</b>	
E1090320610100310	260.00-Sidewalks, driveways, and patios, sidewalk, concrete, cast-in-place with 6 x 6 - W1.4 x W1.4 mesh, broomed finish, 3,000 psi, 4" thick, excludes base		\$0.11	
E1090321216140030	4000.00-Asphaltic concrete paving, parking lots & driveways, 6" stone base, 3" binder course, 2" topping, no asphalt hauling included		\$2.00	
E1090129323200300	1.00-Trash closure, trash enclosure, wood, 10' wide, 6' high, 10' long		\$0.41	
E1090323333100120	12.00-Planters, precast concrete, used as security barrier, round, 3' x 3' high		\$1.11	
E1090323113200200	500.00-Fence, chain link industrial, galvanized steel, 3 strands barb wire, 2" posts @ 10' OC, 9 ga. wire, 6' high, schedule 40, includes excavation, & concrete		\$1.91	
<b>SubTotal</b>		<b>100%</b>	<b>\$0.51</b>	
<b>Design Contingency</b>		<b>5%</b>	<b>\$0.03</b>	
<b>Contractor Fees (General Conditions,Overhead,Profit)</b>		<b>35.0%</b>	<b>\$0.22</b>	
<b>Architectural Fees</b>		<b>9.0%</b>	<b>\$0.09</b>	
<b>User Fees</b>		<b>20.0%</b>	<b>\$0.11</b>	
<b>Total Building Cost</b>			<b>\$1.04</b>	

### PLAYGROUND ESTIMATE

RSMMeans data from GORDIAN		Unit Cost Estimate Report		Date:
Estimate Name:	SVUSD Unit Cost Template			
Location:	SANTA ROSA, CA			
Data Release:	Year 2023 Quarter 2	Costs are derived from a building model with basic components.		
Cost Per Bus Charging Station	\$348,673.08	Scope differences and market conditions can cause costs to vary significantly.		
			Cost	
<b>LineNumber</b>	<b>Description</b>		<b>\$188,056.18</b>	
263113500660	PV rack system, ground, top of pole, passive tracking, 8 panel		\$23,110.90	
263113500420	Photovoltaic components, digital readout panel, displays hours, volts, amps, etc		\$791.48	
263343552330	Electric vehicle charging, free standing, double connector, with RFID		\$87,346.80	
G20202143810	Parking lot, 20 cars with one handicap & lighting , 6" bituminous paving, 10" crusher		\$67,044.00	
G10308051680	Trenching, common earth excavator, no slope, 8' wide, 24' dp,3-1/2 CY BK TB		\$9,763.00	
<b>SubTotal</b>		<b>100%</b>	<b>\$188,056.18</b>	
<b>Design Contingency</b>		<b>5%</b>	<b>\$9,402.81</b>	
<b>Contractor Fees (General Conditions,Overhead,Profit)</b>		<b>35.0%</b>	<b>\$69,110.65</b>	
<b>Architectural Fees</b>		<b>9.0%</b>	<b>\$23,991.27</b>	
<b>User Fees</b>		<b>20.0%</b>	<b>\$58,112.18</b>	
<b>Total Building Cost</b>			<b>\$348,673.08</b>	

### SOLAR BUS CHARGING STATION ESTIMATE

RSMMeans data from GORDIAN		Unit Cost Estimate Report		Date:
Estimate Name:	SVUSD Unit Cost Template			
Location:	SANTA ROSA, CA			
Data Release:	Year 2023 Quarter 2	Costs are derived from a building model with basic components.		
Cost Per Playground:	\$334,174.02	Scope differences and market conditions can cause costs to vary significantly.		
			Cost per Unit	
<b>Crew</b>	<b>Description</b>			
B6	Selective demolition, athletic/playground equipment, climber arch			\$125.46
B6	Selective demolition, athletic/playground equipment, monkey bars, 14 feet long			\$0.00
B6	Selective demolition, athletic/playground equipment, parallel bars, 10' long			\$250.82
B6	Selective demolition, athletic/playground equipment, swings, 4 seat			\$333.17
B62	Selective demolition, athletic/playground equipment, playground surfacing, 4" depth			\$4,000.00
B1	Playground equipment, climber arch, 6' high, 12' long, 5' wide			\$1,536.91
B1	Playground equipment, fitness trail, with signs, treated pine, 9 to 10 stations, minimum			\$15,940.55
B1	Playground equipment, horizontal monkey ladder, 14' long, 6' high			\$2,474.86
B1	Playground equipment, poles, multiple purpose, 10'-6" long			\$4,965.30
B1	Playground equipment, poles, ground socket for movable posts, 2-3/8" post			\$6,695.46
B1	Playground equipment, slides, stainless steel bed, 20' long, 10' high			\$21,526.28
B1	Modular playground, deck, square, steel, 48" x 48"			\$65,587.50
B1	Modular playground, post, aluminum, 2-3/8" square			\$3,009.96
B1	Modular playground, wheelchair transfer module, for 3' high deck			\$3,239.24
B1	Modular playground, guardrail, pipe, 36" high			\$4,835.00
B1	Modular playground, slide tunnel, for 56" high deck			\$5,384.72
B1	Modular playground, bridge, suspension			\$650.91
SKWK	Playground protective surfacing, resilient rubber surface, colors, 2" thick, poured in place			\$39,680.00
				<b>\$180,236.14</b>
<b>SubTotal</b>		<b>100%</b>	<b>\$180,236.14</b>	
<b>Design Contingency</b>		<b>5%</b>	<b>\$9,011.81</b>	
<b>Contractor Fees (General Conditions,Overhead,Profit)</b>		<b>35.0%</b>	<b>\$66,236.78</b>	
<b>Architectural Fees</b>		<b>9.0%</b>	<b>\$22,993.63</b>	
<b>User Fees</b>		<b>20.0%</b>	<b>\$55,695.67</b>	
<b>Total Building Cost</b>			<b>\$334,174.02</b>	



# 5. APPENDIX

## EDUCATION SPECIFICATIONS

### Purpose of this Document

#### Educational Specifications

Educational Specifications describe spaces, relationships between spaces, and physical characteristics to support the operation of a school. It details what elements support teaching, learning, and the school community as a whole based on the vision and input described in the 2023 Facilities Master Plan.

“A true educational specification is a dynamic, visionary document reflecting activities that engage students. The educational vision must reflect specific needs within the community so the educational program must grow out of dialogue with all user groups.”

Quote from the Council for Educational Facility Planners International, *Creating Connections* publication

#### Considerations

1. The square footages in this report are a guideline to ensure parity between school improvements. It is understood when renovating and or reconfiguring existing building spaces that achieving these exact square footages may not be possible.
2. Any significant deviations from this specification that may impact the budget, scope prioritization and Ed. Spec. criteria should be approved by the District during the programming phase.
3. A 16% grossing factor should be multiplied by the net square footages provided in the following space program to obtain the gross square footage for one-story buildings. A higher grossing factor, up to 35%, will be needed for two-story buildings. This factor is used to account for internal circulation pathways, building utility rooms and wall thicknesses. The Ed. Spec. space program is in net square footage only.
4. The Architect shall provide detailed room data sheets and basis-of-design narratives addressing the following elements for each space at the end of Schematic Design (SD) phase.
  - Building Systems – mechanical, plumbing, electrical, lighting, security and technology (educational and networked)
  - Building Envelop – windows, doors, roofing systems including insulation
  - Building Interiors – flooring, ceiling and wall finishes, wall mounted presentation surfaces (extent of tackable and or whiteboard)

- Special considerations – acoustics, sustainability, healthy materials criteria, furniture layouts and recommended selections for optimizing room function and flexibility

This SD report shall be included with scaled floor plans showing adjacencies, net square footages and a comparison chart of the proposed and provided net square footages as indicated in this document. Prior to starting the project, if the District does not have material and system standards, the Architect shall interview the M&O trades and IT lead to create a matrix using CSI Specification section format to list the preferred materials and equipment. Where standards are not defined, the Architect shall provide recommendations that are “best practices” for K12 schools; in consideration of the quality, durability, fit for function, maintenance requirements and overall life cycle cost.



#### Resources

California Department of Education

- Title 5 School Facilities Construction <https://www.cde.ca.gov/ls/fa/sf/title5regs.asp>
- Educational Specifications Resources
- <https://www.cde.ca.gov/ls/fa/bp/essentialsinschoolfacilities.asp>

Perkins Eastman White Papers

- Design for Safe and Healthy Children [https://www.perkinseastman.com/wp-content/uploads/2020/11/DesignForSafeHealthyChildren\\_Nov2020.pdf](https://www.perkinseastman.com/wp-content/uploads/2020/11/DesignForSafeHealthyChildren_Nov2020.pdf)
- Investing in our Future <https://www.perkinseastman.com/white-papers/investing-in-our-future-how-school-modernization-impacts-indoor-environmental-quality-and-occupants/>

Coalition for Adequate School Construction (CASH)

- California School Facilities Research Institute (CSFRI) The Impact of School Facilities on Student Learning and Engagement <https://californiaschoolfacilitiesresearchinstitute.files.wordpress.com/2022/06/2022-01-13-impact-of-school-facilities.pdf>

This Study coalesces and summarizes the most significant research conducted that connects quality facilities to student engagement and learning and community success. This Study is organized by three categories: Indoor Environmental Quality, Spatial Environment and People and Community and examines their sub-categories as they impact learning performance.



# High Quality School Design Matters

## Learner Centered Design

For a school to be successful and truly support student achievement, it benefits to have a physical complex that supports the needs of its occupants. Acknowledging that the practice of teaching and learning are intrinsically linked with the physical environment is the foundational context when planning and designing schools.

Over the last 50 years, we have gained a better understanding of how the brain works and how we learn. The design of a learner centered space recognizes that all learners have diverse and unique ways of learning. We all have strengths to best process new information. A school facility design should support those diverse experiences with a variety of learning settings.

There are a number of design strategies to consider when designing learner centered spaces. Each of these strategies should be integrated with the educational program vision to ensure that the optimal environments are aligned with their educational program goals. The following is a sample of some of the considerations when planning learner responsive environments:

### DIVERSITY

The design of learning environments should consider degrees of flexibility and diversity. This may mean more diverse types of spaces such as small work areas off classrooms or groupings of educational programs into "clusters" to allow interdisciplinary teaching and or improved collaboration.

The design may build in different degrees of amenities such as technology infrastructure; acoustic performance; visibility to the outdoors or access to focus rooms; movable walls between spaces, and more, depending on what functions are needed to accommodate different learning settings and flexibility into the future.

### AGILITY

Learning happens everywhere, with increased access to information, the way students' obtain information today is very different the way they were given information in the past. Providing technology rich spaces, that allow for a variety of the learning activities, and furniture that transforms the room into different modes of instruction, can support next gen learner needs.

### OWNERSHIP

A student's sense of ownership can be provided through access to outdoor teaching spaces and a dedicated place in the classroom to call their own. Cubbies, display areas for their work, or small break-out spaces for team project areas, incorporate this sense of ownership while encouraging collaboration. Learner responses environments address many sensory receptors. Current learning style models indicate that styles vary with age, achievement level, gender, culture, and information processing preferences.; these factors even strengthen the need for greater diversity and flexibility in school designs.

### WELLBEING

The health and welfare of students is an issue which should be at the forefront of any educational space. Providing diffused natural light, good indoor air quality and thermal comfort within well ordered yet stimulating spaces are "best practice" design concepts. Schools are inherently community centers by including wellness clinics, which provide preventive health care and nutrition, and embracing after- school expanded learning opportunities. The physical wellbeing of the student is an important component to any successful learning experience and a focus on high performance design strategies can support occupant wellbeing.



## Resources

Collaborative for High Performance Schools (CHPS)  
<https://chps.net/>

Leadership for Environmental Design (LEED)  
For Existing Buildings  
[LEED certification for existing buildings and spaces | U.S. Green Building Council \(usgbc.org\)](#)  
For Schools  
[K-12 education | U.S. Green Building Council \(usgbc.org\)](#)

Association for Learning Environments (A4LE)  
Healthy Schools  
[Healthy Schools | Association for Learning Environments \(a4le.org\)](#)

“By all accounts the education community is in the midst of a profound shift, straddling between the constraints of its legacy while pushing for much needed change.”

Mind Shift Blog, Envision the School Day of the Future by Tina Barseghian 2010



# General Requirements

## Finishes

### FLOORING

Classroom and hallway flooring should be resilient floor finish that requires no waxing for regular maintenance. Carpet tiles may be used in offices and library. Sealed concrete, self leaving epoxy flooring may be used in storage room and labs.

### WALLS

All walls to be gypsum wall board and painted. Refer to acoustics criteria for wall assembly to maintain acoustic performance. Walls in hallways and other high traffic areas need to be high impact gypsum wall board with metal corner guards. Interior hallways, classrooms and office should contain some tackable surfaces. Marker boards in learning spaces and are not just for teachers. Students should be able to access writable surfaces to work. Other writable surfaces can be cabinet faces and table tops if the appropriate writable surface is specified. Offices and small group areas can benefit from having access to whiteboard surfaces. 8' high tackable boards may be placed vertically to allow the surfaces to be at height for student use.

### CEILINGS

Ceilings in all spaces shall not be lower than 9'-0" high. The design may dictate open, suspended, and or hard surface ceiling finishes. Acoustical properties and flexibility should be a priority considerations when making the ceiling design choice for all spaces. If ceilings are open and equipment, ductwork, building structure or other items are left exposed, appropriate "black out" paint needs to be provided. Suspended ceilings are to be 2' x 4' lay-in acoustical ceiling tile. Hard ceilings should be limited to where required by code and few other exceptions due to the lack of flexibility.

## Indoor Environmental Quality

Indoor environmental quality has been demonstrated to significantly enhance cognition and improve learning outcomes. School designs should focus on thermal comfort, healthy air, acoustics, daylighting, and healthy materials.

### ACOUSTICS

Refer to LEED for Schools and or CHPS for recommended acoustical performance as a minimum. As an initial criteria provide the following acoustic properties for classrooms:

- Sound transmission for partition between an adjacent classroom to be STC 50 and between restroom areas to be STC 53
- ACT to have a minimum NRC of 0.07
- Resilient flooring to have acoustic backing properties
- Full height walls should isolate and prevent disturbances from adjacent spaces
- Noise reduction characteristics of any air transfer ducts should be as good as those of the walls and doors they are penetrating
- The optimum reverberation time for speech in a classroom with a volume less than 10,000 cubic feet is 0.6 seconds
- Classrooms should have a background noise no greater than NC-30 or 35 dBA.
- Specify interior and exterior window glazing and door assemblies to maintain acoustical performance.

For assembly spaces such as Gym and Multipurpose rooms, Architect to provide an acoustical report to ensure functional acoustical performance of this specialized use space.

### DAYLIGHT

Natural light is required in every classroom and preferred in every office and conference room. Restrooms, locker rooms, and gyms all benefit from natural light where practical, and which may be achieved with clearstory windows and or skylights. Specialty spaces require natural light, but an increased ability to control and dim the lighting may be required for improved function and to meet T24 energy code.

### VIEWS OF NATURE

Views to the landscaped exterior are calming and can provide passive supervision and should be implemented especially in the interior of the campus. View windows from regularly occupied space to breakout areas are required. The successful use of any breakout space is the ability of staff to see the students while in the main learning space.

### AIR QUALITY

There have been national studies on the affect of good indoor air quality on the cognitive learning of students and student attendance. The design of the ventilation rates should produce an average CO2 level at the 550 ppm target (recommended for increased cognitive function by the Harvard T.H. Chan School of Public Health).

### THERMAL COMFORT

In a study conducted by the Harvard TH Chan School of Public Health, they found that test scores increased by 4% when the temperature in the space did not exceed the upper acceptable thermal limit.

### MATERIALS

There are dozens of chemicals present in everyday building materials that can impact children at their earliest stages and cause adverse health impacts. Products that provide product-specific material health disclosures such as Health Product Declarations, Declare Labels, or Cradle to Cradle Certifications, which help to identify chemicals of concern within building products, will be prioritized.

## Resources

Mindful Materials  
[mindful MATERIALS](#)  
[School Facilities Improve Learning Bibliography - Research \(CA Dept of Education\)](#)

"Daylight affects student's concentration and general wellbeing. Students in classrooms with windows perform 20% faster on math tests and 26% faster on reading tests than students in windowless classroom"

L. Heschong and D. Mahone, "Daylighting in Schools: An Investigation into the Relationship Between Daylighting and Human Performance," PG&E, 1999.



# BUILDING PROGRAM CATEGORIES AND SPACES

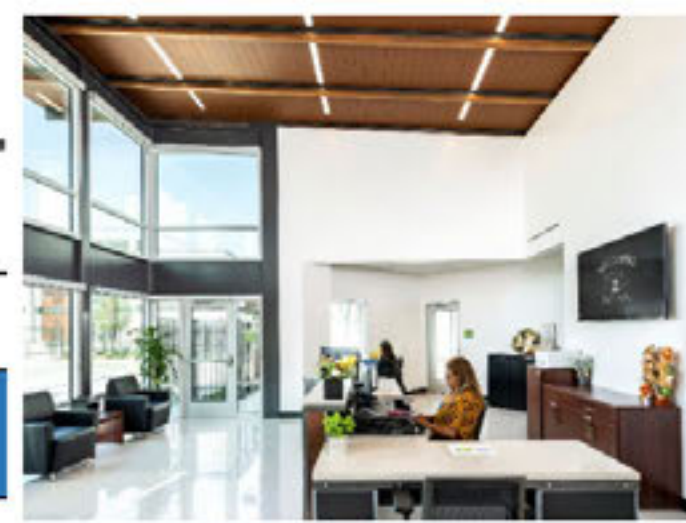
<p><b>Administration</b> <b>A</b></p> <ul style="list-style-type: none"> <li>• Lobby</li> <li>• Reception/Work Station</li> <li>• Principal Office</li> <li>• AP/VP Office</li> <li>• Conference Room</li> <li>• Multi-Use Office</li> <li>• Book Room</li> <li>• Records/Storage</li> <li>• Staff Restrooms</li> <li>• Health Suite</li> <li>• Staff Lounge</li> <li>• Staff Prep Room</li> <li>• TOSA / Professional Development Room</li> </ul>	<p><b>Academic</b> <b>C</b></p> <ul style="list-style-type: none"> <li>• Preschool/Kindergarten Classrooms with Restrooms, Teacher Prep Rooms &amp; Storage</li> <li>• Typical Classrooms</li> <li>• Small Group Rooms</li> <li>• Intervention Classroom</li> <li>• Special Education</li> <li>• Labs</li> </ul>	<p><b>Support/ Student Services</b> <b>S</b></p> <ul style="list-style-type: none"> <li>• Parent Center</li> <li>• Learning Center</li> <li>• Wellness Center</li> </ul>	<p><b>Library/ Innovation</b> <b>L</b></p> <ul style="list-style-type: none"> <li>• Reading Room</li> <li>• Stacks</li> <li>• Story Alcove</li> <li>• Circulation Desk</li> <li>• Prep Room/Storage</li> <li>• Innovation Lab</li> </ul>	<p><b>Multi-use</b> <b>M</b></p> <ul style="list-style-type: none"> <li>• Multiuse / Gym / Assembly</li> <li>• Music Platform</li> <li>• Table/Chair Storage</li> <li>• Food Service</li> <li>• ASPIRE</li> </ul>	<p><b>Outdoors</b> <b>X</b></p> <ul style="list-style-type: none"> <li>• Play Structures</li> <li>• Outdoor Learning</li> </ul>
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# SPACE PROGRAM AND QUALITIES

Name of Space	Adjacencies/Access	Architectural Elements	Notes	Total NSF
<b>Administration</b>		<i>front of campus and easily accessible from parking</i>		
<b>A01 Lobby</b>	Visibility to the street/parking lot/drop off, control point for access to the main campus, near public restrooms	Windows to street/entry, tackable display surface, display case with lockable doors, drinking fountain with bottle filling station, monitor showing campus camera views, display for flyers	Reception Area - open office space for (2) workstations Lobby - Comfort seating for 6, Double door entry or wider door >36"	400
<b>A02 Reception/Workstation</b>	Open to Administration Lobby Control point for entrance into Campus Near staff mail boxes (if not in Staff Workroom) Visibility into Nurse Suite	Window facing campus entrance at student height, accessible reception desk approximately 20 linear feet long with drawer/cabinets/shelves, a gate for controlled entry into campus. Built-in mail staff boxes with open cubbies below for large boxes. The ceiling in this space may have accent acoustical finishes, higher ceiling height and accent lighting to make for a more welcoming setting.	Mail boxes to be near this space so that the staff can access without leaving the reception area but mail boxes should not be in a location that can be accessed by public visitors. The mailboxes may be preferred in the Staff Workroom. Hallways to be a minimum of 5' wide.	300 - 350
<b>A03 Principal/AP/VP Office</b>	Close to reception and a second exit to exterior, if possible.	Tackable panel (3'x4') and (3'x4') magnetic whiteboard surface	Individual office work, small meetings. Accommodate credenza, conference table seating for 4 at Principal's office only, wall mounted flat panel monitor, optional	Principal 180 - 200 AP/VP 120 - 150
<b>A04 Conference Room</b>	Adjacent to reception area and Principal's Office	8' x 5' whiteboard, wall mounted flat panel monitor	Small meetings with staff, public and/or students. Conference table to fit 8 - 10 people	200 - 250
<b>A05 Flex Office</b>	Adjacent to reception area and Principal's Office		Multi-use individual office work, small meetings or as One a hoteling workstation.	100 - 120
<b>A06 Office Copy Room</b>	Adjacent to reception area and Principal's Office	Standing height counter with lower and upper cabinets, provide a portion of deep counters for office equipment, access to power	Space for large copier/printer, may require to be networked for all staff use	150 - 200
<b>A07 Health Suite</b>	Direct view from reception desk	Continuous cleanable wall surface e.g. vinyl wall covering, sink (hot and cold water) with base cabinet (5 LF.) with solid surface counter top, upper cabinet, 3' LF tall cabinet with adjustable shelves, all cabinets lockable, work station for nurse	Refrigerator and freezer for icepacks and ice maker, (2) cots with privacy curtains, (2) chairs for guests, weigh scale/height, location for wheelchair, wider door > 36"	260 - 300
<b>A08 Single Use Restroom</b>	Direct access from Nurse Suite	Sink to have with hot and cold water; mirror, coat hook, convenience shelf, consider use of large format wall and floor tile to reduce grout lines, provide a floor sink	Must be accessible	60



01 TEAM

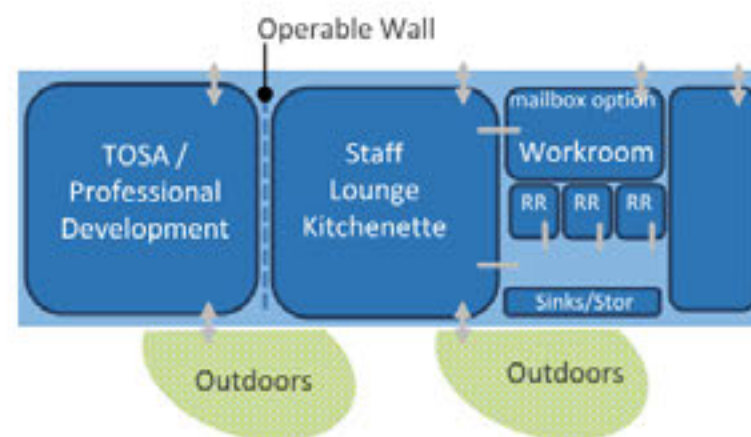


The diagram to the left represents one option to show adjacencies for Admin. When renovating spaces, the Architect will be restricted in moving existing structural bearing/shear walls and may not be able to achieve an ideal layout. Priority should be given to making the spaces within the range of square footages noted above, security and operational work flow.



# SPACE PROGRAM AND QUALITIES

Name of Space	Adjacencies/Access	Architectural Elements	Notes	Total NSF
<b>Staff Spaces</b> <i>centrally located on campus</i>				
<b>A09 Book Room</b>	Direct to hallway or centrally located on campus, option next to Staff Workroom	82" high adjustable metal bookshelves 12" - 24" deep to hold 5,000 volumes.	Bulk storage of text books	450
<b>A10 Records and Storage</b>	Direct to Reception or centrally located on campus A total of (2) per campus	(1) wall 72" high by 12" deep minimum, adjustable metal storage shelves or plastic laminate shelving with 1" thick shelves	Lockable bulk storage of official school records and office supplies. Accommodate space for small floor safe, if required	80 - 100 x (2)
<b>A11 Staff Workroom</b>	Direct to reception or centrally located on campus, direct access from staff lounge and hallway Location of staff mailboxes, if not off main office	(1) 4' x 5' magnetic whiteboard, (1) 4' x 5' tackable surface	Bulk copying, collating, receiving, mail distribution, 4 computers with wireless connections, 1 printer, 2 3'x6' tables, laminator, paper cutter, spiral book binder, 4 copy machines	300
<b>A12 Staff Lounge Kitchenette</b>	Direct to reception or centrally located on campus, direct access to Staff Prep Room and exterior patio	Standing height counter with lower and upper cabinets, double sink with garbage disposal, hot and cold water, (2) Refrigerator with ice makers (full size residential), Stove with oven and exhaust hood, Microwave, Coffee maker, Vending machine (option), (1) 4' x 5' magnetic whiteboard, (1) 4' x 5' tackable surface, resilient flooring at Kitchenette and carpet tiles elsewhere, wall mounted flat panel monitor	Accommodates 15-20 staff for dining at tables, with the ability to expand into adjacent room for larger events, interior design to be warm and inviting, accent lighting and accent paint, views to nature and natural daylight, a zone for comfortable seating/couch, coffee table, access to outdoor space with shade and seating	800 - 900
<b>A13 Staff Restrooms (All Inclusive Option)</b>	Dedicated to faculty/staff use, consider providing single use restrooms with shared sink areas. Refer to CDE resources on All-access Restroom design considerations <a href="https://www.cde.ca.gov/ta/tfa/sf/allaccessrestroom.asp#text=(a)%20and%20single%20user.more%20than%20one%20occupant%20at">https://www.cde.ca.gov/ta/tfa/sf/allaccessrestroom.asp#text=(a)%20and%20single%20user.more%20than%20one%20occupant%20at</a>			Varies
<b>A14 TOSA/ Professional Development Room</b>	Centrally located on campus, direct access to Staff Lounge via an operable wall to expand events	On two adjacent walls provide (2) sliding magnetic whiteboards vertical mounted, next to (1) large wall mounted flat panel monitor, room to have ceiling speakers connected to the monitors, operable acoustic wall to connect with Lounge, wall to have magnetic whiteboard surface, carpet tile flooring	Higher ceilings with indirect/direct lighting fixtures, space to be technology rich for teacher training, furniture to be flexible, mobile chairs, stackable/mobile tables for 4 people, compact desk/lecture for TOSA, mobile storage for materials, access to outdoor space with shade and seating	800 - 960

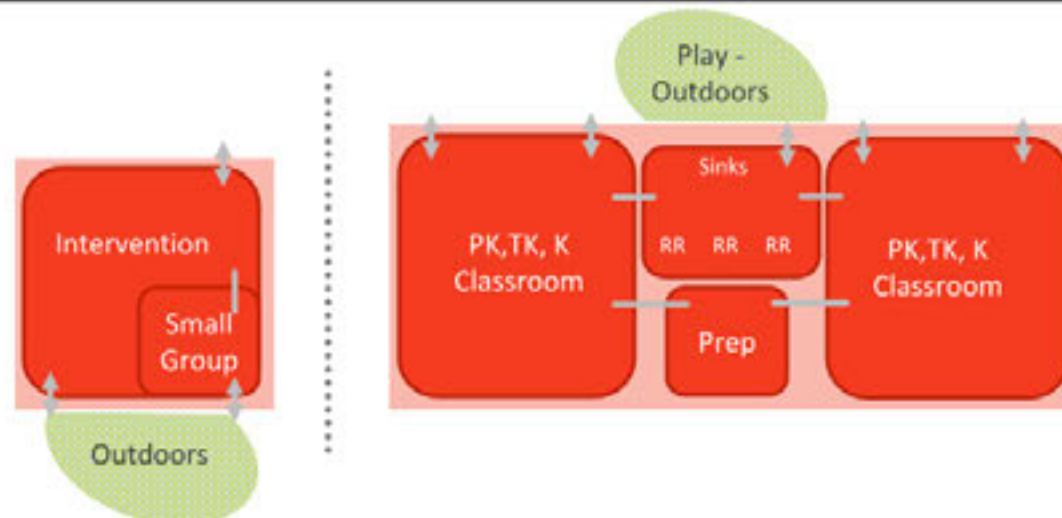


The diagram to the left represents one option to show adjacencies for TOSA/Staff areas. When renovating spaces, the Architect will be restricted in moving existing structural bearing/shear walls and may not be able to achieve an ideal layout. Priority should be given to making the spaces within the range of square footages noted above and optimal functionality.



# SPACE PROGRAM AND QUALITIES

Name of Space	Adjacencies/Access	Architectural Elements	Notes	Program GSF
<b>Academic Spaces</b>				
<b>C01 Kindergarten/TK Preschool Classrooms</b>	Close and visible to drop-off/pick-up and administration, direct access to play yard	Front learning wall with (2) -8' x 5' magnetic whiteboards, wall mounted flat panel monitor or on mobile cart, tall storage back of room 9 LF with slider whiteboard doors, 9 LF counter with sink and bubbler at child height with base and upper cabinets, tackable above 7' and on (2) walls	For the interior design use bright accent color sparingly and with colors that are not distracting, majority of finishes to be neutral and timeless, furniture selections to allow for varied seating and table groupings for child ergonomics, provide multiple area rugs, mobile shelves to create centers and mobile cubbies for backpacks, if hooks are not provided outdoors, lighting to offer varied zones to create different lighting settings.	1,000 - 1,120
<b>C02 Prep Room/Storage</b>	Direct access to classroom, shared between two classrooms	Built in cabinets on three walls, (2) walls to have tall cabinets with adjustable shelves and (1) shared wall to have counter with base and upper cabinets	Natural daylight and view into classroom	180 - 200
<b>C03 Restroom</b>	Direct access to classroom and play yard	Light switches down low for small child access	Fixture and accessory heights to be appropriate for age group, view into restroom vestibule into classroom	(3) Per Code for every (2) Classrooms
<b>C05 Storage (Outdoor)</b>	Direct to Kindergarten play yard, locate adjacent to classroom		Metal shelving along (2) walls	100 - (1) every (2) classrooms
<b>C06 Typical Classroom</b>	All classrooms should be prototypical, allowing for flexibility in the future. Classrooms should have direct access to outdoor play areas and to outdoor teaching patios. All Classrooms should be connected with the rest of the school via covered walkways or enclosed corridors.	Front learning wall with (2) -8' x 5' magnetic whiteboards, wall mounted flat panel monitor or on mobile cart, tall storage back of room 9 LF with slider whiteboard doors, 9 LF counter with sink and bubbler at child height with base and upper cabinets, tackable above 7' and on (2) walls	For the interior design use bright accent color sparingly and with colors that are not distracting, majority of finishes to be neutral and timeless, furniture selections to allow for varied seating and table groupings for child ergonomics, mobile shelves and mobile cubbies for backpacks, if hooks are not provided outdoors, lighting to offer varied zones to create different lighting settings.	900 - 960
<b>C07 Small Group Room</b>	Direct to Intervention Room		Visibility into Intervention Room, access to outdoor space with shade and seating	180 - 200
<b>C08 Intervention Room</b>	Direct access to small group room, more centrally located on campus	Same as Prototypical Classroom	Furniture to be mobile and easily moved into groups	700 - 760



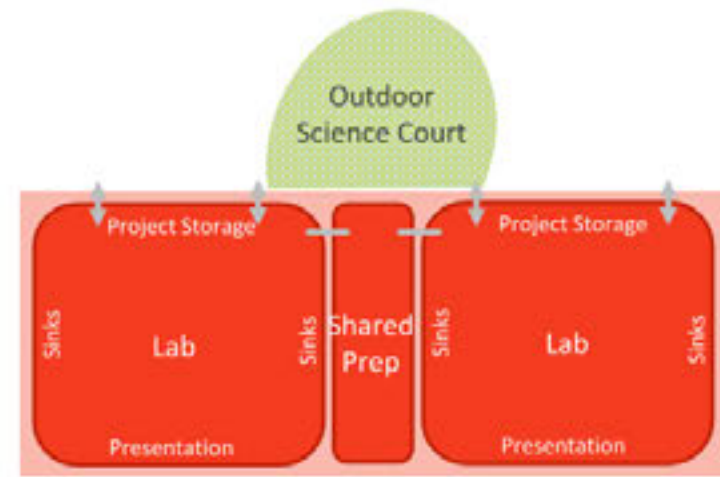
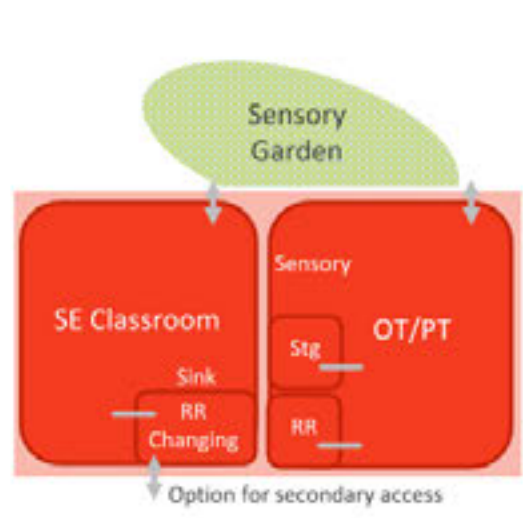
The diagrams to the left represents one option to show adjacencies for Intervention and PK/TK/K Classrooms. When renovating spaces, the Architect will be restricted in moving existing structural bearing/shear walls and may not be able to achieve an ideal layout. Priority should be given to making the spaces within the range of square footages noted above and optimal functionality. The combined total of classroom, prep and restroom spaces should be equivalent to 1,350 SF per classroom per CDE Title 5 recommendations.





# SPACE PROGRAM AND QUALITIES

Name of Space	Adjacencies/Access	Architectural Elements	Notes	Program GSF
<b>Academic Spaces</b>				
<b>C09 Special Education Classroom</b>	Near Administration or centrally located on campus, location to be well contained within campus enclosed boundary for safety Near Occupational Therapy/Physical Therapy Direct access to restrooms	Design space for centers, technology to be similar to prototypical classroom, tall storage back of room 9 LF with slider whiteboard doors, 9 LF counter with sink with base and upper cabinets, tackable above 7" and on (2) walls	Use sensory sensitive design strategies - lighting and acoustics are a key design elements for students with special needs, minimizing contrast by selecting indirect lighting fixtures, incorporate LED with ability to change color-tone rooms based on activity and needs	900 - 1000
<b>C10 Restroom and Changing Room</b>	Direct access to Classroom, potential secondary access to exterior for increased functional use	Typical accessible restroom with Hoyer lift for changing, transfer system at toilet, shower nozzle at wall, floor drain and wall and floor large format ceramic tiles for easy clean up, water resistive tall cabinet to store supplies	This space may not be needed in every classroom but rather centrally located and used by other students with access from secondary exterior door. The typical accessible restroom (approx. 100 - 80 SF plus room for assistant) could be in every classroom instead.	150 - 200
<b>C11 OT/PT, Storage, Restroom</b>	Near Special Education Classrooms or centrally located on campus, storage and restroom direct access from OT/PT space	Work with the special education department to determine the types of equipment needed for the OT/PT rooms and if any structural coordination is needed for hanging equipment e.g. swings		900 - 1000 Storage 100 Restroom 80
<b>C12 Science or Flex Lab</b>	Clustered (2) labs minimum for ease of sharing equipment	Tackable surface (1) wall above base cabinets and (1) wall either front or back of room, (6) sinks (cold water); 24" d counters on opposite walls with solid chemical resistant surface) base cabinets with adjustable shelving and no drawer, upper cabinets on one wall, Ceiling retractable power reels, (6) @ student desks centered in room and (1) at teacher prep table. Tall storage with open shelves for student projects (24" d. X 7' h. with 5 adjustable shelves)	The room shape to be more square in configuration; approximately 35'x'40' for new labs to improve supervision and student visibility, provide for a better distribution of sinks/lab layouts to meet ADA clearances, (6) 36" X 72" student tables (seats 6 students each table) with lockable casters with gray chemical resistant surface and stools with backs: total 36 seats, mobile teacher demonstration table, typical instructor technology plus additional mounted flat monitors at labs and whiteboard surfaces	1,300 - 1,400
<b>C13 Prep Room</b>	Direct access to Lab	Counter (solid chemical resistant surface) with 24" d base cabinets and 12" d upper cabinets with adjustable shelves (glass fronts per site request)	(2) sinks with hot and cold water, under cabinet mount with goose neck faucet. Tall open cabinets (24" d. x 7' h with 5 adjustable shelves) with adjustable shelves one wall	200 / Lab



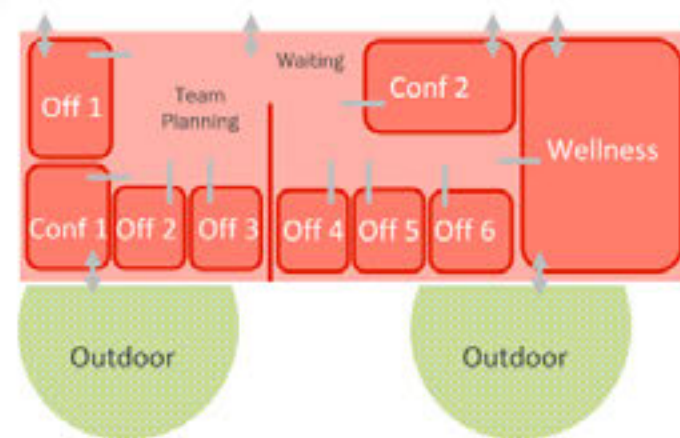
The diagrams to the left represents one option to show adjacencies for Special Ed/OT/PT and Labs. When renovating spaces, the Architect will be restricted in moving existing structural bearing/shear walls and may not be able to achieve an ideal layout. Priority should be given to making the spaces within the range of square footages noted above and optimal functionality.





# SPACE PROGRAM AND QUALITIES

Name of Space	Adjacencies/Access	Architectural Elements	Notes	Program GSF
<b>Support / Student Services</b>				
<b>S01 Parent Center Restroom (Option)</b>	Direct to main circulation, adjacent to Multi-Purpose Room (with door, if possible), exterior door required, close to main office	Ideally would have a dedicated restroom and small Family Room directly accessible from room, may need additional mobile storage carts to store items	Group meetings and workspace for parents and volunteers. This room should be designed as a prototypical classroom for future flexibility in the event more classrooms are needed.	960
<b>S02 Learning Center</b>	Direct to main circulation, centrally located on campus, near Admin	At waiting area, built in display, counter with base cabinet storage, tackable panel, (1) 4' LF tall storage with adjustable shelves	The intent of this Center is to co-locate the leadership team and support services for students, to foster collaboration and teaming	1,920 or (2) Existing Classrooms
<b>S02.1 Offices</b>	Direct to Team Planning space and waiting area	For Speech - conference table, seating for (4) For Psychologist - comfort seating	Office 1 = Speech Office 2 = Community Liaison Office 3 = Outreach Consultant Office 4 = Counselor Office 5 = SPED Office 6 = Psychologist	Office 1: 200 - 250 Office 2 - 5: 100 - 120 Office 6: 150 - 200
<b>S02.2 Conference Room</b>	Direct to Team Planning space and waiting area	8' x 5' magnetic whiteboard, wall mounted flat panel monitor	Conference table to fit 8 - 10 people in Conf. 2 and (4) People in Conf. 1	Conf 1: 120 - 150 Conf 2: 250 - 300
<b>S02.3 Team Planning/Waiting</b>	Direct from Office and Conference Rooms	8' x 5' magnetic whiteboard, wall mounted flat panel monitor, comfort seating	Warm tones, indirect lighting or accent lighting, should feel inviting	500
<b>S03 Wellness</b>	Direct or near Psychologist	Wall mounted flat panel monitor, comfort seating	Warm tones, indirect lighting or accent lighting, should feel inviting	450 - 500



The diagram to the left represents one option to show adjacencies for the Learning/Wellness Center. When renovating spaces, the Architect will be restricted in moving existing structural bearing/shear walls and may not be able to achieve an ideal layout. Priority should be given to making the spaces within the range of square footages noted above and optimal functionality.

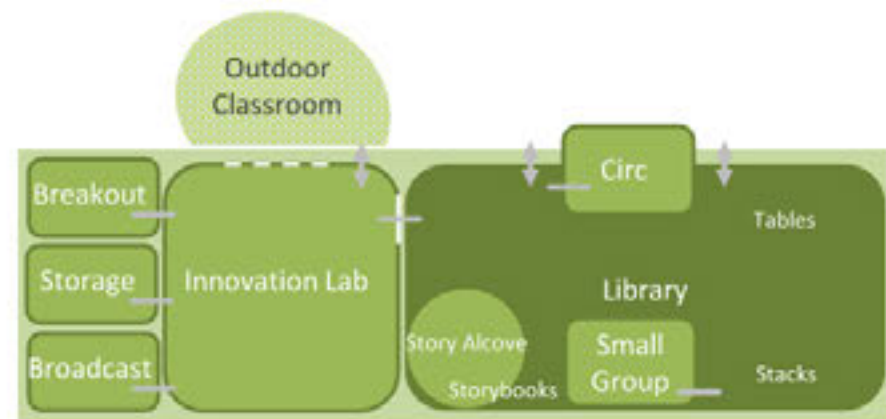


01 TEAM



# SPACE PROGRAM AND QUALITIES

Name of Space	Adjacencies/Access	Architectural Elements	Notes	Program GSF
<b>Library</b>				
<b>L01 Stack Area And Work Space</b>	Approximately (2) classroom size at elementary schools and (3-4) classroom size at KB schools. Direct to the Innovation Lab Direct to Small Group Room	Presentation wall – large wall mounted flat panel monitor or projects with projector screen with speaker system, perimeter shelving but maintain windows for natural daylight and views where desired, approx. 8-10,000 volumes, carpet tiles, low height mobile stacks in center of room with visibility down aisles from circulation desk, comfort seating in various scales and settings	Accent colors, murals, accent lighting with zoned controls/ ceilings to bring interest into the space and zones, area to display with tackable wall surfaces. This space should provide a variety of seating options which would include chairs at tables, but should also include soft-type seating and lounging options.	Stacks = 450 Work Space = 850
<b>L02 Story Alcove</b>	Direct access to open plan Library	Clearly distinct space from the stack and work space, through accent lighting/ceiling features, colors/murals, should bring a sense of wonder and happiness, open to stacks/work area	Mobile stools at various heights, to be a gathering place for story time for the younger students, neat picture books or lower level reading, mobile technology available	200 - 400
<b>L03 Circulation Desk Prep Area / Storage</b>	Direct access to open plan Library	Clearly distinct space from the stack and work space, through accent lighting/ceiling features, 16' LF desk with solid surface countertop, book drop, back wall to have 9' LF counter with base cabinets and uppers, (2) 3' LF tall cabinet with doors with adjustable shelves, in front of counter are (3) 3' wide x 8' tall magnetic whiteboards to counter and use for display	(1) mobile desk chair, desk to have integrated wire management for power and data access, back of desk to have drawers and open shelves outside workspace/book drop off, back counter to be deep enough for table top printer with power/data connections, tall cabinets to be equipment with power to store mobile tablets	200
<b>L04 Small Group Room</b>	Direct to stacks Window to Circulation Desk	Quiet or more active work space for students, (1) 4'x8' magnetic whiteboard, wall mounted flat panel monitor, Bluetooth connection to tablets	Adjustable height chairs, (2) mobile/flip tables, seating for (6) people	200 - 250



The diagram to the left represents one option to show adjacencies for the Library/Innovation Lab. When renovating spaces, the Architect will be restricted in moving existing structural bearing/shear walls and may not be able to achieve an ideal layout. Priority should be given to making the spaces within the range of square footages noted above and optimal functionality.

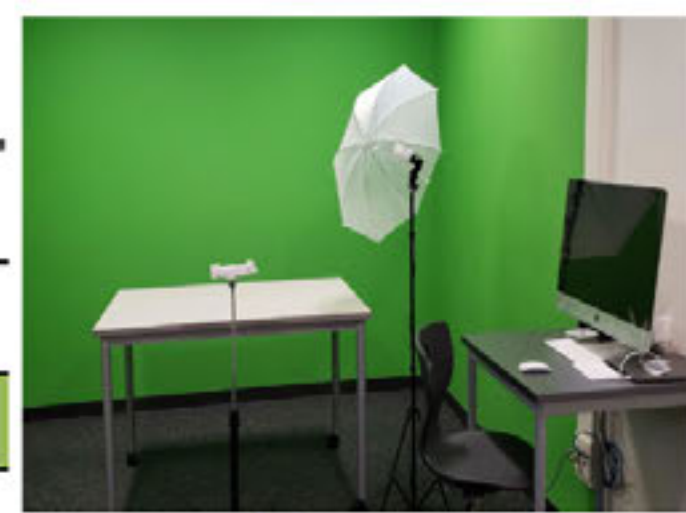


01 TEAM



# SPACE PROGRAM AND QUALITIES

Name of Space	Adjacencies/Access	Architectural Elements	Notes	Program GSF
<b>Innovation Lab</b>				
<b>L05 Innovation Lab</b>	Direct to Library Direct to Broadcast Room Direct to Storage Direct to Breakout/Tech Office	(3) presentation walls – large wall mounted flat panel monitors with sound system, at each monitor – (2) vertical mounted magnetic whiteboard 4’x8” panels and (1) 4’x8” tackable panel vertical mounted, (4) pull down power cords, 9 LF counter with sink with base and upper cabinets, resilient flooring	Accent colors, murals, to bring interest into the space and zones. This space should provide a variety of seating / desk options – writeable surface table tops, adjustable height chairs, butcher block high table with stools, teacher at a compact station/lecture	800-960
<b>L06 Broadcast Room</b>	Direct to Innovation Lab	Acoustically sound for podcast, green wall for video production, higher ceiling and a longer wall to allow for video/camera set up, carpet tiles		200-270
<b>L07 Breakout Room Tech Office</b>	Direct to Innovation Lab	A flex space to be used for student break out or if a Tech Coordinator is assigned to the room, this space can become an office		150
<b>L08 Storage</b>	Direct to Innovation Lab	Tall shelving along perimeter walls with adjustable shelves		200



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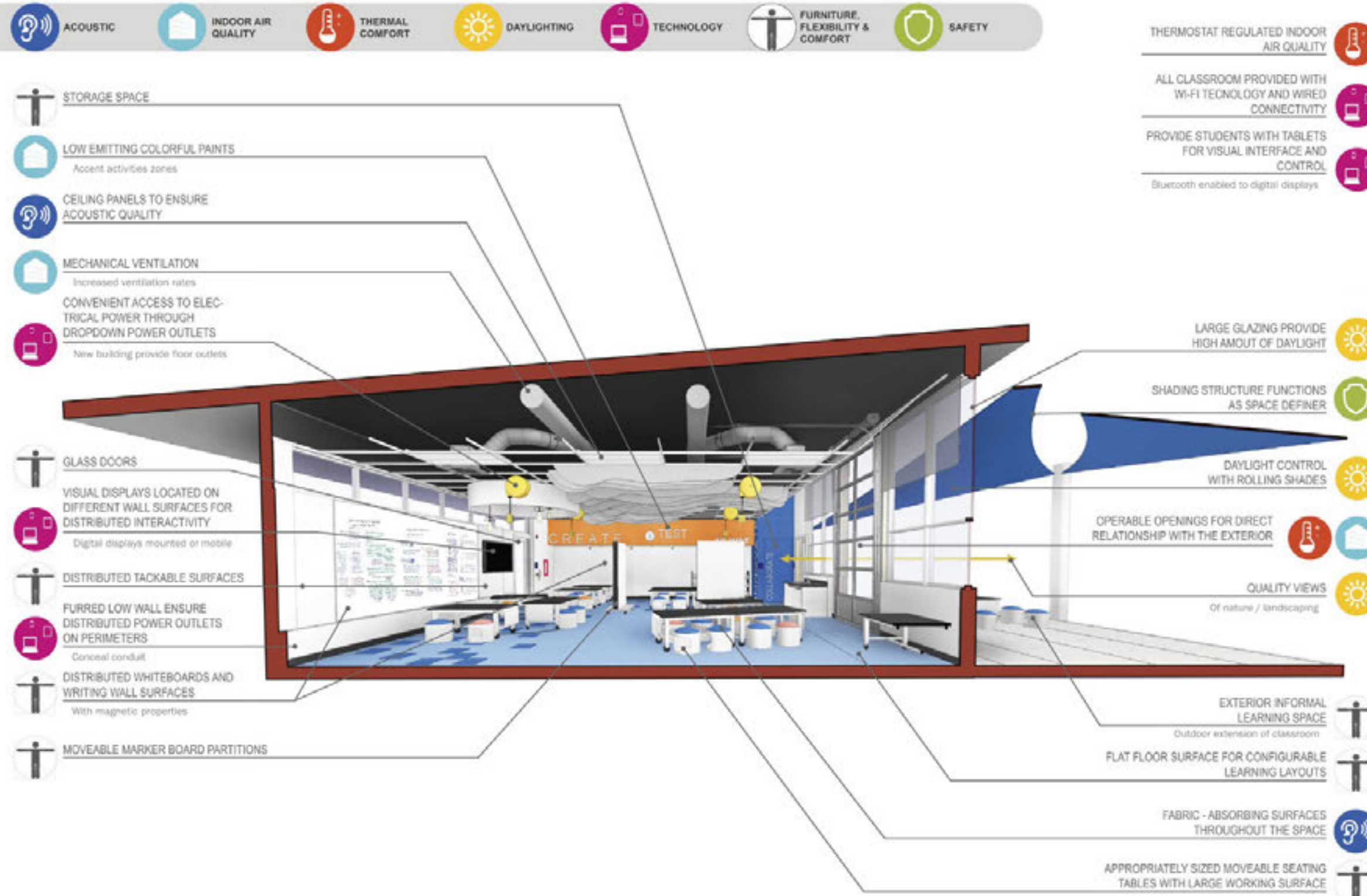


Refer to the next page for model Innovation Lab architectural, technologic and furniture features





# MODEL INNOVATION LAB Architectural, Technologic, Furniture Features



The diagram to the left represents the qualities of an Innovation Lab (aka Maker Space). It is a place to:

- reflect the latest technology
- engage and attract students to support their exploration and discovery of what is being taught in the classroom
- use multiple digital displays, writing and display surfaces, collaborate in groups
- use video cameras for broadcasting

Many of these qualities can be designed into the prototypical classroom. Further exploration of these concepts will be discussed during the early concept design phases of a project with District leadership, campus planning committees and the facilities team.

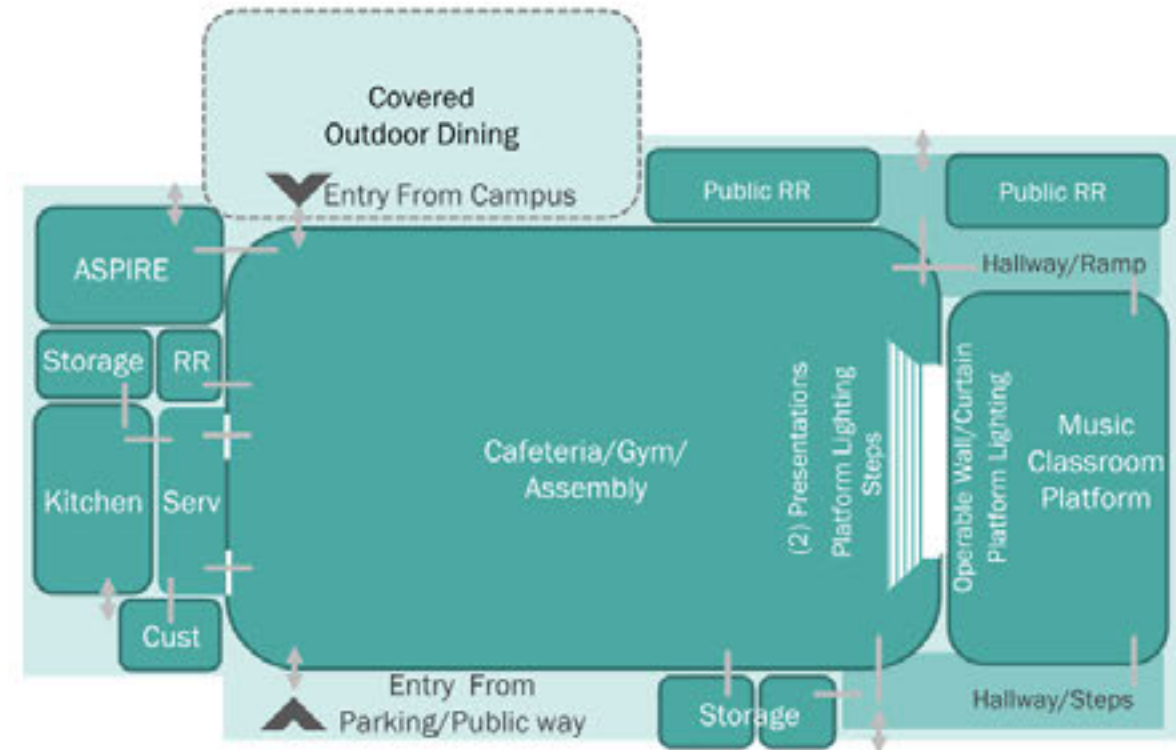
## DIVERSITY THROUGH FURNITURE SELECTIONS

Select furniture to provide a variety of activity settings - diverse furniture types that are mobile, scaled appropriately, easily reconfigured to create a diverse palette of places to support a variety of student learning preferences. Research has shown that having a variety of settings improves movement and mastery of the environment; increasing the engagement of the learner. Choose furniture elements that can flip, nest and stack up, allowing the occupants to open up of the space for movement and for student to personalize and "make" their space designed to the lesson. Select furniture that gives student choices of where they work; provide for collaborative work configurations and quiet nooks for individual work.



# SPACE PROGRAM AND QUALITIES

Name of Space	Adjacencies/Access	Architectural Elements	Notes	Program GSF
<b>Multi-use/Gym/Assembly – Elementary</b>				
<b>M01 Multi-use/Gym/Assembly</b>	Near the perimeter of the campus and adjacent to parking to enable community joint-use opportunities. Direct to Kitchen, Public Restrooms, Chair Storage, Music Classroom, Covered Dining Area and APSPiRE	Padding on walls for sports activities, two basketball retractable hoops, stanchions for volleyball court, rubber sports flooring striped for basketball and volleyball, drinking fountain with bottle filling station with large format porcelain tile on adjacent wall near restrooms. Interior design to be modern and warm with balanced glare-free natural lighting, media controls (light/sound) along hallway at side of platform or back of room.	Provide lighting for performances (front of platform and on platform with a pipe grid), audio/visual system, curtain at Music platform opening, (2) LCD projectors and motorized screens; one for center of room for assemble, one to the side of the platform opening for projection during performances, speakers and mics., folding tables for dining, stackable chairs on racks for assembly, Public restrooms to be accessed from the MPR and the exterior for Child Care use during off school hours.	4,000
<b>M02 Chair Storage</b>	Direct to Gym	42" wide and 8' high door for ease of storing items	Storage of extra tables, chairs, and miscellaneous equipment.	200
<b>M03 Music Classroom Platform</b>	Direct to Gym, access to exterior for queuing up of performers out of sight from audience's view, ramp access to platform preferred	Operable acoustic wall between platform with doors on either side of hallways to maintain acoustic separation so an event can occur in the Gym and on the platform at the same time, platform +24" off Gym floor, 30' wide x 14' high opening, 5' wide trust at front of operable wall, curtain on platform side of operable wall, steps in front of platform, flooring raised wood	Room configuration: design spaces for optimal acoustic performance. Platform to be a long rectangular shape to provide "wing" space on either side of the opening, flat panel monitor on cart, (2) 5' x 8" magnetic whiteboard; (1) with music lines, small portable storage unit for teacher use and podium	1,300
<b>M04 Instrument Storage</b>	Direct to Gym, near Music Platform	Tall perimeter open shelves with adjustable shelves on (3) walls, high mounted pipes for storing costume above shelves, required a pole hook to access		140

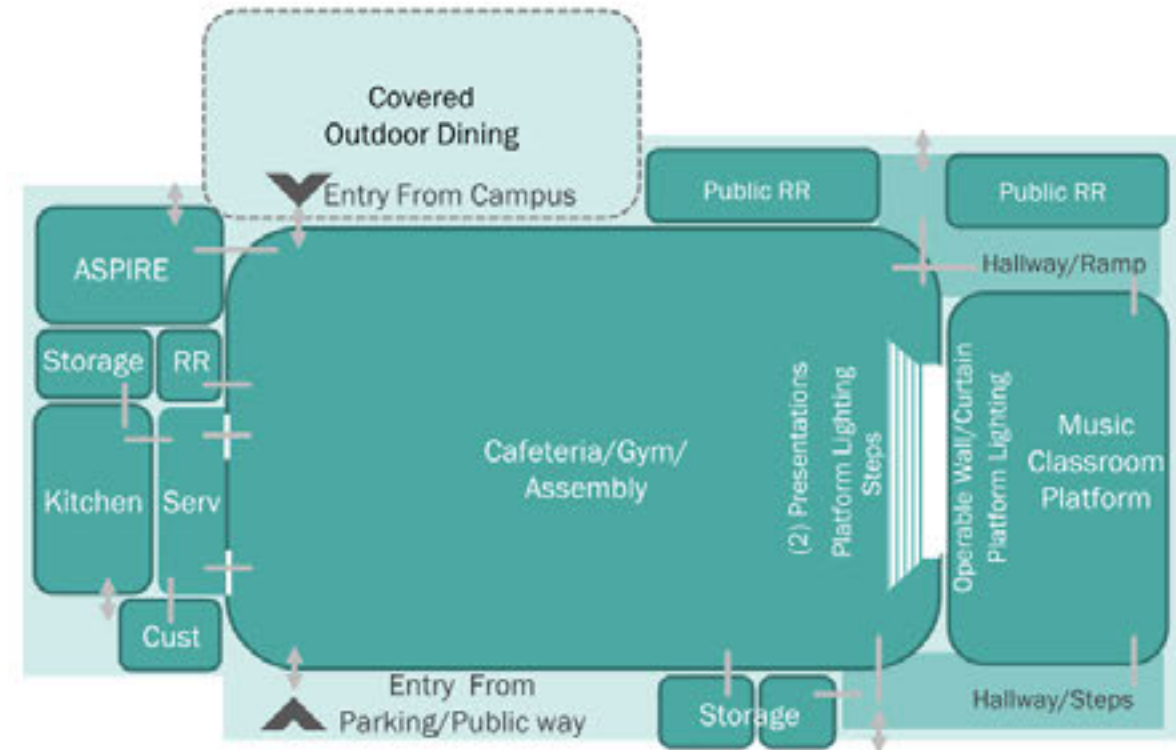


The diagram to the left represents one option to show adjacencies for the Multi-use, Music and Food Service spaces. When placing a new building on an existing campus, the Architect will be restricted by the existing site constraints. Priority should be given to making the overall building footprint fit within the campus context and create new functional opportunities.



# SPACE PROGRAM AND QUALITIES

Name of Space	Adjacencies/Access	Architectural Elements	Notes	Program GSF
<b>Food Service / ASPIRE – Elementary</b>				
<b>M05 Food Preparation/Kitchen</b>	Direct to loading zone/parking Direct to Multi-use Direct to Storage	Produce prep space with a two compartment sink, production space with a double convention oven and hot cabinets with a type 2 exhaust hood, Stainless steel mobile work tables for prep, ware wash station has a 3 compartment sink with drying racks on both sides, a dishwasher next to soiled dish table	Bright, sanitary, able to be hosed down. Preparation, warm-up service and clean-up of food delivered from the District central kitchen. Review equipment list with in District Nutrition Services Director. Per County Health Department – fresh food preparation will require a (3) compartment sink, disposal, grease interceptor and additional refrigeration – verify if this is desired.	520 Walk-in Cooler 100
<b>M06 Serving Area</b>	Direct to Multi-Use Room and Kitchen Provide an ingress and egress path	Stainless steel handwash sink, fresh fruit/salad bar, coolers, menu board, point of sale network/power connection	Service of hot and cold prepackaged food items to students from hot and cold storage units. Tray shelf, heated cabinet, refrigerated cabinets, freezer cabinets	350
<b>M07 Dry Storage</b>	Direct to Kitchen, wider door to accept dunnage racks and pallets	Epoxy flooring, Stem caster wire shelves.	Bulk storage of dry goods. Refrigerated items to be stored in Walk-in Equipment located along the Speed line or cooler	150
<b>M08 Toilet/Changing</b>	Direct to Multi-Use Room and near ASPIRE			60
<b>M09 ASPIRE</b>	Direct to Multi-use and Covered Dining Area		Shelves with adjustable shelves, mobile carts with supplies and equipment, desk space for employees	600
<b>M10 Custodial</b>	Direct to Kitchen	Sealed Concrete, mop sink	Shelves with adjustable shelves, mobile carts with supplies and equipment	100



The diagram to the left represents one option to show adjacencies for the Multi-use, Music and Food Service spaces. When placing a new building on an existing campus, the Architect will be restricted by the existing site constraints. Priority should be given to making the overall building footprint fit within the campus context and create new functional opportunities.



# Outdoors

## Outdoor Learning

Courtyards and other outdoor areas shouldn't just be an afterthought when designing school buildings. With careful planning, schools can make effective use of these communal spaces to help create the extended learning environments beyond the classroom.

Research suggests there are both educational and health-related benefits to learning outdoors; breathing fresh air can clear students' minds and help them think better and being outside can also reduce stress and improve students' emotional well-being.

### Design Elements

When designing and equipping outdoor spaces that can inspire learning, consider these core principles:

**Versatility:** Equip these spaces with a variety of furniture types to allow for many uses. Choose agile, modular furniture that can be configured in multiple ways.

**Comfort:** Provide comfortable and easily accessible places to sit down and talk, read, study, or look up information. Find places with shade under tree and or fabric canopies.

**Functionality:** Provide materials for students to support continuous learning. Sidewalk chalk works well for writing on outdoor surfaces, because it washes off easily – and lightweight mini-whiteboards on mobile carts. Access to battery charging stations and Wi-Fi, if technology is used.

## Play Yard Re-Design

When re-envisioning the existing outdoor play yard, consideration should be given to accommodate various programs and functions, such as:

- Unstructured Play – New Play Structure and swings, Sensory Zones (sounds and textures), grass area outside structured play for inventive play, accessible play elements to be incorporated to meet a variety of physical abilities
- Structured Play – striped hardscape areas for ball walls, tether ball, hopscotch, and a run/walking path with measured mile markers
- Physical Education – hardscape areas for basketball/volleyball, possibly pickleball, small soccer field (5 v 5 play) on natural turf
- Large Group Space – outdoor stage for assembly for over 250 seats, performances with access to Wi-Fi and power, with adjacency to existing outdoor shade / lunch dining space
- Medium Group Space – group area for (6-10) people, movable outdoor furniture, shade, writable surfaces or interactive play elements e.g. large modular blocks
- Small Group Space – (3-6) students, built-in seating and shaded areas, with adjacency to active play
- Individual Space – a more “calming” programmed space, e.g. peace walk, sensory garden, labyrinth, reading nooks, with adjacency to a quieter area of the play yard

Ultimately, the play yard should provide diverse experiences for all levels of a student's development and abilities.

## Resources

Outdoor Learning, Leave the Classroom Behind [https://www.a4le.org/A4LE/Resources/Resource\\_Center/White\\_Papers/Outdoor\\_Learning.aspx](https://www.a4le.org/A4LE/Resources/Resource_Center/White_Papers/Outdoor_Learning.aspx)

Green Schoolyards America Impact Report [https://www.greenschoolyards.org/s/0315\\_impact\\_v51.pdf](https://www.greenschoolyards.org/s/0315_impact_v51.pdf)

Green School Initiative  
[Green Schools Initiative : About Us](#)

California Education and the Environment Initiative [Home - California Education and the Environment Initiative \(EEI\) \(californiaeei.org\)](#)

Amigos De Los Rios  
[Amigos de los Rios - Green Schools](#)



“Kids can actually pay *better* attention in class after an outdoor lesson. This is nice for teachers, because you don't have to stop teaching and you still get that bump in attention.”

Ming Kuo, Research - Do Lessons in Nature Boost Subsequent Classroom Engagement? Refueling Students in Flight  
<https://www.frontiersin.org/articles/10.3389/fpsyg.2017.02253/full>







## D.2 MEETING MINUTES

	3. Prestwood is a desirable school and students feed Adele Harrison.	INFO
	4. Creekside is a school for students requiring credit recover, it is not integrated, not a bad facility but not integrated with rest of campus, needs to be more integrated. Efforts are in place to create Community Day Class space so that credit recovery can happen within high school schedule,	PE Planning Consideration
	5. MS and HS - Needs Behavioral enriched programs	SVUSD to provide additional info
	6. Brainstorm idea: Dunbar could be a small campus to house students of autism or other self-contained special education programs, allow for mainstreaming, currently these students are being bussed to non-public services because SVUSD does not provide these services. If the environment was set up correctly, it could help program operation and meet the needs of these students. Inclusive for all students.	PE Planning Consideration
	7. Daily schedule and bells not suited for kids and driven by transportation routing.	PE Planning Consideration
	8. Library SVHS, not always open, not a student center, college and career center (seminar) not connected to Guidance counselors and mental health services is elsewhere on the campus.	PE Planning Consideration
	9. SVHS Shops and Farm (not well supervised), shops not supporting a community, segregated. H Bldg. classrooms has an atrium but not easily accessed. Bullying can happen here.	PE Planning Consideration
	10. Altimira - stage area, "heart of campus", visibility is an issue, offices difficult to find, not welcoming.	PE Planning Consideration
	11. A Wellness Center are being placed at SVHS and next campus to review this program is Altimira	PE Planning Consideration
	12. Viability and Campus supervision - an issue is the quad (SVHS and Altimira). Kids out in the parking lot - they go to their cars to socialize	PE Planning Consideration

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	and are unsupervised. Field facility near Creekside at park not being used by students. Large grass fields but need shade. Students need something to do during lunch.	
	14. Preschool / TK - visioning forward <ul style="list-style-type: none"> <li>(2) Title 5 - Prestwood, Sal,</li> <li>Title 22 Preschool (Ed Foundation funded), would be ideal for staff at high school, and as a student CTE teaching pathway</li> <li><b>Grade Reconfiguration Planning Idea:</b> <ul style="list-style-type: none"> <li>TK-2, Infants - Prestwood</li> <li>Grades 1-3 @ Sassarini</li> </ul> </li> </ul>	INFO  PE Planning Consideration
	13. Learning Centers - larger spaces (2 Ed Specialist, 2 Instructional assistance). Could be clustered into villages.	PE Planning Consideration
	14. <b>Planning Idea:</b> Adele as an Elem School - has commons for intervention. Has a lovely small community feel.	PE Planning Consideration
	15. Student centered classrooms - how to utilize space that is accessible for students, e.g. de-escalation ("Peace Corner" at Dunbar) space in classrooms or near classrooms (open area, screening, sensory). Same with library spaces, underutilized. (1) Rooms heavily used for storage	PE Planning Consideration Ed Specs
	16. Furniture Project - PE scheduled to meet with the consultant team on 6/21/2022.	INFO
	17. Places for Students - how do they express themselves, not enough places to display. General lack of agency for kids.	PE Planning Consideration
	18. LCAP - report complete, MTSS focused goals.	SVUSD to provide
	19. YouthTruth Survey Data - may be available to planning team.	SVUSD to provide
	20. Educational Technology TK-2 - 1:1 ipads, 3-12 chrome books, have (1) interactive board, but some desire 4 boards)	INFO
	21. Classroom Loading Standard by Grade Level Groupings (Teacher Contract)	SVUSD to provide

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## D.3 MEETING MINUTES

### June 21, 2022 Furniture Project Meeting

Date	6/30/2022	
Project Name	Sonoma Valley USD – Facilities Master Plan	
Project Number	93440.00.0	
Subject	Furniture Project	
Meeting Location	SVUSD District Office	
Meeting Date	6/21/2022	
Prepared By	Kim Coffeen	k.coffeen@perkinseastman.com
	T: (714) 640-8238	F: N/A
Participants	Liz Liscum, Creekside HS Principal, Assisted in Furniture Implementation Bruce Abbott, SVUSD Associate Superintendent – Business Services Bob Farney, Meteor, Learning Experience Coordinator Denise Argines, Meteor, Learning Experience Coordinator Bryan Wimmer, Meteor, Learning Experience Coordinator (Via Zoom) Patrick Davis, Principal, Perkins Eastman Kim Coffeen, Assoc. Principal, Perkins Eastman Josh Jackson, Senior Associate, Perkins Eastman	

OLD BUSINESS (AGENDA ITEMS)	NOTES	ACTION BY / DATE REQ'D
1.1 Project History	In 2016 – The District had a furniture replacement project at Dunbar, however it was not well received. They restructured the process to get teacher input on the selection process. Meteor facilitated discussion on the instructional intent in the following grade level groups (K-1, 2-3, 4-5, 6-8, 9-12 and Specialized Classrooms): <ul style="list-style-type: none"> <li>• Student skills and Competencies = ergonomic, adaptability, mobility</li> <li>• Received a feedback loop – PE requested a summary of this data. A total of 25 teachers were surveyed.</li> <li>• 25 model classrooms were developed</li> <li>• Conducted Grade-band Design Meetings</li> </ul>	PE to request from Meteor: <ul style="list-style-type: none"> <li>○ Presentation sharing options to teachers</li> <li>○ Google doc with teacher requests</li> <li>○ Model Classroom PDF/CAD</li> <li>○ Updated drawings based on implementation</li> <li>○ Videos from</li> </ul>

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		with the teachers <ul style="list-style-type: none"> <li>• Teachers were given some choice: The kit choice included; desk type, storage, soft seating but the student furniture items were more standardized within the Grade Level group types.</li> <li>• A few Libraries were upgraded - at Flowery and SVHS but there was not a complete design study of other spaces like office furniture, and specialty rooms.</li> <li>• The project was funded with Bond funds.</li> <li>• Music/Art/Specialty spaces not updated</li> </ul>	teachers
1.2	Teacher Training	<ul style="list-style-type: none"> <li>• The High school and middle schools furniture replacement was completed in summer 2021. Training limited due to Covid but Meteor would like to do training the start of the next school year. By showing formations in instruction and how students can help move the furniture for various learning settings.</li> </ul>	INFO
1.3	Technology	<ul style="list-style-type: none"> <li>• Wall mount of flat panel monitors more desired, less impact on usable space</li> <li>• (1) mobile TV on cart was provided as the base Ed Tech component</li> </ul>	PE Planning Consideration Ed Specs
1.4	Teacher Perspective	<ul style="list-style-type: none"> <li>• Secondary school teachers “all in”, and embraced the new models. Really like the white board tables and the learning opportunities. This group was more open minded.</li> <li>• Elementary teachers had issues with the amount of storage requested and goal for more mobility. The Meteor team tried to focus on student centered learning environments.</li> <li>• Storage is key</li> </ul>	INFO  INFO
1.5	COMMUNICATION OF PROJECT TO THE COMMUNITY	<ul style="list-style-type: none"> <li>• Discussed how to share this information to the community – document “Before and After” experiences of learning and teaching experiences. Meteor noted that they have videographers that can support this effort.</li> </ul>	INFO
1.6	USE THE NEW FURNITURE	<ul style="list-style-type: none"> <li>• Suggested that the FMP Workshops showcase how the furniture integrates with the working sessions, mobility, flexibility of spaces. (How “flip and nest” works)</li> </ul>	INFO

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## D.4 MEETING MINUTES

### June 21, 2022 Operations and Maintenance Meeting

Date Prepared	6/30/2022	
Project Name	Sonoma Valley USD – Facilities Master Plan	
Project Number	93440.00.0	
Subject	Operations and Maintenance Meeting	
Meeting Location	SVUSD District Office	
Meeting Date	6/21/2022	
Prepared By	Mansi Patel	m.patel@perkinseastman.com
	T: (209)704-8551	F: N/A
Participants	Bruce Abbott, SVUSD Associate Superintendent – Business Services Doug Weidemann, SVUSD Maintenance Manager Andrea Deely, SUSD Coordinator Operations Tenaya Dale, Counterpoint Construction Services Inc. Patrick Davis, Principal, Perkins Eastman Kim Coffeen, Assoc. Principal, Perkins Eastman Josh Jackson, Senior Associate, Perkins Eastman Mansi Patel, Intern, Perkins Eastman	

OLD BUSINESS (AGENDA ITEMS)	NOTES	ACTION BY / DATE REQ'D
1.1 Teams and Composition of SVUSD	Food Services <ul style="list-style-type: none"> <li>District staff, not through a vendor.</li> <li>Provided free meals during the pandemic and the state has continued meal program. Uncertain around USDA</li> <li>Community Eligibility Program (CEP)</li> </ul> IT <ul style="list-style-type: none"> <li>Technology staff are split between multiple SVUSD departments.               <ul style="list-style-type: none"> <li>Ed Services manages laptops and data.</li> </ul> </li> <li>Data infrastructure was done 6 years ago.</li> <li>Bell clock system is 3 years old and uniform across the portfolio.</li> </ul> Security <ul style="list-style-type: none"> <li>Includes IT and maintenance.</li> <li>SVUSD is looking to upgrade cameras and increase storage. Vendor meetings are ongoing.</li> </ul>	

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		<ul style="list-style-type: none"> <li>Some blind spots may exist in the high school and other buildings.</li> </ul> Maintenance and Operations <ul style="list-style-type: none"> <li>Role is to keep schools warm, safe, dry, and clean.</li> <li>3% budget goes to regular maintenance.</li> <li>Maintenance and ground teams are different.</li> <li>Most maintenance work is done in-house. Contracted teams only include HVAC and Freon.</li> <li>New roofing and HVAC systems were recently done. Roof assessments completed as needed.</li> <li>There is a log of deferred maintenance items, but the list is minimal.</li> </ul> All warehouses for food services, transportation, and maintenance are in the same yard off Railroad Ave and on the same parcel as El Verano.	
1.2	School District Properties	Properties that Share One Parcel: <ul style="list-style-type: none"> <li>Adele Harrison Middle School, Woodland Charter School, and Sonoma Valley High School.</li> <li>El Verano Elementary and the maintenance yard.</li> <li>School District building and Altimira Middle School.</li> </ul> Charter Schools <ul style="list-style-type: none"> <li>Both are not part of the district but are on school district owned property.</li> <li>District does deferred maintenance but not regular maintenance at Charter Schools.</li> <li>Capital project ongoing at Woodland Star.</li> </ul> Other Groups Leasing/Using District Property <ul style="list-style-type: none"> <li>Family Resource Center is at El Verano Elementary.</li> <li>4 C's and Headstart is at the preschool level.</li> <li>Diversion Program as alternative to juvenile prison.</li> <li>Great Level Proficiency Program (GLPP) which provides additional aid and literacy program at Sassarini Elementary.</li> </ul> Properties School District is Renting <ul style="list-style-type: none"> <li>High school is leasing a baseball field for competition. The district pays for the rental.</li> </ul> Developer Fees are substantial	

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## D.5 MEETING MINUTES

		<ul style="list-style-type: none"> <li>Fund 14 (Developer Fees) used to address Deferred Maintenance issues</li> </ul> <p>SVUSD has 70-80% of the play fields in the community. Need to figure out community use.</p>	
1.3	Pain Points/Concerns from O&M team	<ul style="list-style-type: none"> <li>Fire alarm system needs to be updated at the high school.</li> <li>AB 300 list includes only Altimira Middle School's buildings above 1 story (library, MPR, and gym). ADA is also an issue on the campus.</li> <li>Portables on most campuses are old.</li> <li>Well/Septic system at Dunbar Elementary. Tough to scale.</li> <li>Well at Flowery for irrigation.</li> <li>High school gets flooded during heavy rains.</li> <li>Flowery Elementary has a new sewer pump issue in heavy rains.</li> <li>There isn't much park space in Sonoma aside from school fields. There is a tension and challenge to open these facilities to the town.</li> </ul>	
1.4	Other Topics	<ul style="list-style-type: none"> <li>Food Services:             <ul style="list-style-type: none"> <li>2 walk in freezers and 1 walk in fridge at M&amp;O center</li> <li>Food delivered once a week</li> <li>HS and MS each have one walk in freezer and one fridge</li> <li>Middle schools are warming kitchens</li> <li>Elementary schools have prep kitchen equipment, but are not used for scratch cooking.</li> </ul> </li> <li>Cell Towers             <ul style="list-style-type: none"> <li>There's one at HS - very close to new pool. Anticipating complaints, fake tree drops litter.</li> <li>Another at the M&amp;O center</li> </ul> </li> </ul>	

Next Meeting: None Scheduled

cc:

Attachments: None



## D.6 MEETING MINUTES

### June 21, 2022 Steering Committee Kick-off Meeting

Date Prepared	6/30/2022	
Project Name	Sonoma Valley USD – Facilities Master Plan	
Project Number	93440.00.0	
Subject	Steering Committee Kick-Off	
Meeting Location	District Office	
Meeting Date	6/21/2022	
Prepared By	Josh Jackson	j.jackson@perkinseastman.com
	T:	F: N/A
Participants	Adrian Palazuelos, SVUSD Superintendent Bruce Abbott, SVUSD Assoc. Superintendent, Business Services Elizabeth Kaufmann, SVUSD Assoc. Superintendent of Ed. Services Patrick Davis, Principal, Perkins Eastman Kim Coffeen, Assoc. Principal, Perkins Eastman Josh Jackson, Senior Associate, Perkins Eastman	

OLD BUSINESS (AGENDA ITEMS)	NOTES	ACTION BY / DATE REQ'D
1.1 General context, things to keep in mind	<ul style="list-style-type: none"> <li>There is a goal to retrofit wellness centers into existing school facilities.</li> <li>Charter Schools                             <ul style="list-style-type: none"> <li>Charters must be included in this conversation. How to do so must be figured out.</li> <li>Woodland Star charter is a K-8 Waldorf School.</li> <li>Sonoma Valley Charter is a K-8</li> <li>All charters have long term leases and are on district owned property</li> </ul> </li> <li>Hanna Boys Center is a Catholic school for troubled youths – model needs to evolve so they are re-inventing themselves.</li> <li>Sonoma Development Center [Corporation?] is a planned development 10-20 years out that will need to be considered. Not yet permitted.</li> </ul>	<p>PE Planning Consideration Ed Specs</p> <p>PE to incorporate into the Communication Plan and Site Walks</p> <p>INFO</p> <p>PE Planning Consideration Demographics</p>

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		<ul style="list-style-type: none"> <li>Lots of competition for students among local districts</li> </ul>	
1.2	Inclusion	<ul style="list-style-type: none"> <li>Inclusion must be a driving force of the planning outcomes</li> <li>“Tribalism is an issue”</li> <li>Teachers have a lot of power</li> <li>Turnover of superintendent and principals have created a leadership vacuum.</li> </ul>	PE Planning Consideration Guiding Principles
1.3	Vision	<ul style="list-style-type: none"> <li>Outreach engagement will need to “inspire about the future”</li> <li>Need to share what is possible, not just ask what is needed. (Otherwise we’ll just hear about restrooms at the High School)</li> <li>Learning environments and finishes</li> <li>Be future-oriented, not just about cells and bells</li> <li>Student-focused</li> </ul>	PE Planning Consideration Outreach, Guiding Principle and Ed Specs
1.4	HS Scheduling	<ul style="list-style-type: none"> <li>Schedule analysis will show that kids can’t take all A-G requirements, especially English language learners</li> <li>SVUSD to provide Master Schedules for last school year for the Middle and High Schools</li> </ul>	PE Planning Consideration SVUSD to provide
1.5	Workforce Housing	<ul style="list-style-type: none"> <li>Rezoning may be needed</li> <li>Superintendent is vising another District to see their housing project</li> <li>Citylab (UCLA) has been contacted for resources</li> </ul>	PE Planning Consideration

Next Meeting: [Click here to enter a date.](#)

cc:

Attachments:

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## D.7 MEETING MINUTES

### June 23, 2022 Steering Committee Wrap Up Meeting

Date Prepared	6/30/2022	
Project Name	Sonoma Valley USD – Facilities Master Plan	
Project Number	93440.00.0	
Subject	Site Visit Wrap Up Meeting	
Meeting Location	District Office	
Meeting Date	6/23/2022	
Prepared By	Mansi Patel	m.patel@perkinseastman.com
	T: (209)704-8551	F: N/A
Participants	Bruce Abbott, SVUSD Assoc. Superintendent, Business Services Elizabeth Kaufmann, SVUSD Assoc. Superintendent, Ed. Services Kim Coffeen, Assoc. Principal, Perkins Eastman Josh Jackson, Senior Associate, Perkins Eastman Mansi Patel, Intern, Perkins Eastman	

OLD BUSINESS (AGENDA ITEMS)	NOTES	ACTION BY / DATE REQ'D
1.1	District Identity Issue	<ul style="list-style-type: none"> <li>Currently there's no feeling of district schools being unified as an identity.</li> <li>Relation is like a "Federation of Schools".</li> <li>Leaders at schools built individual identities of their school (like Prestwood Elementary). This has led to competition between schools, for example, Altimira Middle School has a dual emersion program and then Adele Harrison created honors program.</li> <li>People haven't accepted that all schools are equal in educational opportunity.</li> <li>District acts as school of choice model but in policy is neighborhood school model.</li> </ul>
1.2	How to Engage with Teachers	<ul style="list-style-type: none"> <li>Teachers have a lot of power in the district.</li> </ul>

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		<ul style="list-style-type: none"> <li>Currently the relationship with board members is more conversational, teachers bring up problems to board members who feel responsible to do something and respond.</li> <li>Nothing can move forward without teachers' blessing but board needs to agree before.</li> <li>July 25<sup>th</sup> is Leadership Day for operation managers, principles, vice principals, and Ed Services. Opportunity for PE to have 1.5 to 3 hour session with staff for workshops. <ul style="list-style-type: none"> <li>This will be a lot of people's first day, opportunity for team bonding</li> <li>Need to think about Guiding Principles and how they can tie back to the Vision, Mission, and LCAP goals</li> <li>PE to create a 1 page "Fact Sheet" to share about Master Plan -&gt; "Communications Package"</li> <li>How to communicate this project</li> <li>Timeline</li> <li>Who is involved</li> <li>Process and where they fit</li> </ul> </li> </ul> <p>Potential questions for engagement:</p> <ul style="list-style-type: none"> <li>Possible session on what are the differences and what is unifying – identify common themes. What are elements that unify the district?</li> <li>What would a unified district look like?</li> <li>PE could present observations we have seen and possible discussion or ranking of what are the biggest concerns/barriers</li> <li>Team Building around forward thinking models</li> </ul> <p>It's important to unpack and find district identity while assessing facilities.</p> <ul style="list-style-type: none"> <li>Start with forward thinking Educational Goals -&gt; how do Facilities Support these?</li> <li>Consider engaging with Elementary Schools, Middle Schools, High School</li> </ul>	<p>long PE has opportunity to engage with staff.</p> <p>PE to provide draft agenda and Fact Sheet</p> <p>PE Planning Consideration Outreach</p>
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## D.8 MEETING MINUTES

		rather than North/South/High School. Maybe do one engagement in each mode.	
1.3	Potential of Campuses (other PE site walk observations)	Lack of common/centralizing outdoor space <ul style="list-style-type: none"> <li>• Missed opportunity.</li> <li>• Outdoor meeting spaces are limited or have more potential.</li> </ul> Entrances <ul style="list-style-type: none"> <li>• Welcome and entrance experience not very welcoming.</li> <li>• Potential issue with finding the main office when it's not near the entrance.</li> </ul>	PE Planning Consideration
1.4	Other Topics	Need to address issue with signage, identity, wayfinding. <ul style="list-style-type: none"> <li>• All schools named for local Sonomans, except Altimira (conquistador – not good)</li> <li>• Signs need updating and beautification</li> <li>• Unified brand with “Valley of the Moon” iconography developed but not adopted.</li> </ul>	PE Planning Consideration Ed Specs
1.5	Scheduling Bi-Weekly Meeting	SVUSH to provide possible days/times for the bi-weekly meeting	SVUSD/PA

Next Meeting: 7/11/2022

cc:

Attachments: None

## D.9 MEETING MINUTES

### June 23, 2022 Transportation Kick Off Meeting

Date Prepared	6/30/2022	
Project Name	Sonoma Valley USD – Facilities Master Plan	
Project Number	93440.00.0	
Subject	Transportation Meeting	
Meeting Location	Maintenance Yard, 18715 Railroad Ave.	
Meeting Date	6/23/2022	
Prepared By	Mansi Patel	m.patel@perkinseastman.com
	T: (209)704-8551	F: N/A
Participants	Gurnam Bains, Manager at Transportation Department Bruce Abbott, SVUSD Superintendent, Business Services Kim Coffeen, Assoc. Principal, Perkins Eastman Mansi Patel, Intern, Perkins Eastman	

OLD BUSINESS (AGENDA ITEMS)	NOTES	ACTION BY / DATE REQ'D
1.1 Overview of Transportation Structure	<ul style="list-style-type: none"> <li>Gurnam was recently hired this year.</li> <li>All buses are district owned.</li> <li>From the 24 total, 7 are electric so far.</li> <li>There is a yellow and white fleet (for special education).</li> </ul>	Gurnam to send costs per route in 3-4 weeks
1.2 Bell Schedule and Transportation Relationship	<ul style="list-style-type: none"> <li>Bus times are based on bell schedules.</li> <li>The earliest bus is at 6:10 am for zero period students at high school.</li> <li>For elementary school students, buses start around 7am.</li> <li>For this academic year, routes and times will change accordingly to finalized bell schedules.</li> <li>People who don't want to attend Flowery Elementary are bused to Dunbar and pay a \$50 bus fee.</li> <li>However, Flowery doesn't have a waiting list anymore so the bus to Dunbar is free.</li> </ul>	
1.3 Pain Points/Concerns	<ul style="list-style-type: none"> <li>Longest route on bus is 1 hour and 10 minutes, typically high school students living in south Sonoma.</li> </ul>	

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	<ul style="list-style-type: none"> <li>Long bus rides are connected to issue of choice model or neighborhood model. District by policy is a neighborhood model but is operating as a choice model.</li> <li>Lack of bus drivers has been an issue.</li> </ul>
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Next Meeting: None Scheduled

cc:

Attachments: None

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## D.10 MEETING MINUTES

### August 2, 2022 Steering Committee Meeting

Date Prepared	8/2/2022	
Project Name	Sonoma Valley USD – Facilities Master Plan	
Project Number	93440.00.0	
Subject	Steering Committee bi-weekly	
Meeting Location	Zoom	
Meeting Date	8/2/2022	
Prepared By	Patrick Davis	p.davis@perkinseastman.com
	T: (443)797-9499	F: N/A
Participants	Adrian Palazuelos, SVUSD Supt Bruce Abbott, SVUSD Assoc. Superintendent, Business Services Elizabeth Kaufman, SVUSD Assoc. Superintendent Kyra Sherman, SVUSD Kim Coffeen, Perkins Eastman Patrick Davis, Perkins Eastman Josh Jackson, Perkins Eastman	

		<p>help get information into local newspaper and other avenues.</p> <ul style="list-style-type: none"> <li>• It was decided that PE will host a master planning website and we will link to that page from the SVUSD page.</li> <li>• After discussion, it was decided that the first set of community meetings will be held based on feeder pattern. There will be 1 town hall for schools that feed into Altimira, 1 for schools that feed into Adele Harrison, and 1 meeting for the high school.</li> <li>• A Board update was discussed and it was decided that PE should provide a Board update on the September 20<sup>th</sup> meeting.</li> </ul>	
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OLD BUSINESS (AGENDA ITEMS)	NOTES	ACTION BY / DATE REQ'D
1.1 Review of Initial Survey Results	<ul style="list-style-type: none"> <li>• PE provided a high-level review of the initial 19 survey responses.</li> <li>• Community and equity were key themes that came out.</li> <li>• PE noted that the Board has not responded. SVUSD to send a reminder.</li> </ul>	<ul style="list-style-type: none"> <li>• PE to send link for survey. SVUSD to send a message to the board.</li> <li>• PE to send survey link for SVUSD to review in more detail.</li> </ul>
1.2 Community Town Hall and Back to School Nights.	<ul style="list-style-type: none"> <li>• PE proposed town hall meetings in the middle of the September.</li> <li>• SVUSD requested that PE engage with staff at each campus and the notifications should be sent around the same time.</li> <li>• Dr. Kaufman provided dates that were conflicts for the district.</li> <li>• PE to prepare a brief intro flyer for back to school nights to identify the project and when the first meeting dates are. SVUSD to</li> </ul>	<ul style="list-style-type: none"> <li>• PE to send proposed meeting schedule by 8/5.</li> <li>• PE to send draft flyer for SVUSD Back to School Nights.</li> </ul>

This Meeting Record is our understanding of the items as they were discussed. Please report any discrepancies to Perkins Eastman. If no discrepancies are reported in five working days, this Meeting Record will stand as published.

# D.11 MEETING MINUTES

## September 9, 2022 Flowery ES Staff Notes

Date Prepared	9/25/2022	
Project Name	Sonoma Valley USD – Facilities Master Plan	
Project Number	93440.00.0	
Subject	Flowery ES Staff Meeting	
Meeting Location	Flowery ES Library	
Meeting Date	9/19/2022	
Prepared By	Josh Jackson	Email Address
	T:	F: N/A
Participants	Norma Martinez, Teacher, nmartinezsanchez@sonomaschools.org Lily Zepeda, Principal, lzepeda@sonomaschools.org Katie Carlson, Teacher, kcarlson@sonomaschools.org Justina Montano, Academic Specialist, jmontano@sonomaschools.org Lara Shumer, Teacher, lshumer@sonomaschools.org Sara Lake, Library Media Specialist, slake@sonomaschools.org Jessica Coffee, Teacher, jcoffey@sonomaschools.org Josh Jackson, Perkins Eastman	

Response to recent furniture project: Initial process was good – teachers were able to identify some products which did not match their needs and request that they be replaced. However, when the replacements arrived, they still did not meet need.

- There is a need to “cycle back” and have a continuity of engagement with ongoing adjustment.

An Outdoor Amphitheater would be great at Flowery. (All present vigorously agree)

- Would be great for events like Promotion
- Salsa Camp
- Near Gardens
- Tiered for larger events
- Something for talent shows (which have been paused recently)

There are many events that families attend.

Need for additional resources for support. (Flowery is only ES with Psych and Counselor)

More playground equipment that supports exercise.

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Mentorship programs are significant. Consider engaging with mentorship program.

- Places to meet mentees?
- Shade sails for gardens to create places for meeting + conversation

Outdoor volleyball court

Wellness Center (All present vigorously agree)

Consider putting all Dual Immersion together – a K-8 program. Combine Flowery and Adele Harrison?

- Adele gets students from Sonoma Charter because some families get tired of being in such a small school.

Consider 6-7-8 enclave program within a larger campus.

There’s a division between the experience of those going through dual immersion and those who aren’t at Adele Harrison. There are two tracks: students in the Dual Immersion program have a 0 period class, others do not.

Flowery wants to be a magnet school, not a neighborhood school. It draws families from across Sonoma Valley interested in Dual Immersion.

Flowery Library: it is intended to be quiet, but the playground is adjacent and so it can get loud sometimes. More soundproofing for spaces intended to be quiet.

In the Flowery model, half a student’s classes will be in English and half will be in Spanish. Students move between these classes, often leaving their bags stored in the same space.

- Doors between classrooms (like doors between rooms in a hotel) could be beneficial.

There are “itinerant teachers” for music and PE that move between schools.

- Some music classes take place in classrooms.
- Art sometimes gets messy in the classrooms

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### Site Walk Notes:

Principal reports left turn out of parking lot is an issue (supposed to be right turn only)

Some issues with vandalism and security – neighborhood youth sneak onto campus. Make it tough to create an “open” campus.

Security camera feeds to maintenance office, not school office. Can’t view cameras from school.

Pick up/drop off is shaded – entered incorrect info in EA app.



## D.12 MEETING MINUTES

### September 9, 2022 High School Town Hall Notes

Date Prepared	9/25/2022	
Project Name	Sonoma Valley USD – Facilities Master Plan	
Project Number	93440.00.0	
Subject	Flowery ES Staff Meeting	
Meeting Location	Flowery ES Library	
Meeting Date	9/19/2022	
Prepared By	Josh Jackson	Email Address
	T:	F: N/A
Participants	Two members of public: A parent of high school students and a representative of an arts focused non-profit. Four members of school admin, Patrick Davis, PE Josh Jackson, PE	

What is the relationship with SVUSD's Strategic Plan?

SVUSD is unique Urban/Rural combination on edge of Bay Area.

Amount of parent engagement is high – a double edged sword. Parents are committed to making this work.

High School students want to be independent, but parents can be involved. Cycling of staff can make it tough at schools – parents can help do the 'grunt work'. SVUSD is a place where they can do this.

There are incredible intellectual assets to the area:

- Writer's festival
- E.g. Stanford Professor came and spoke on campus
- Climate of engagement and ability to move about
- Get out to museums and the environment more
- Partnerships need to be built
- Author's day
- If you 'cast the net' you'll get a response

Retirement community is tough to get. There's a need for mediation so 'everyone gets something'

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Doesn't need to be a cookie-cutter approach.

There's recently been a new direction for the district and the work is paying off.

- Students are feeling safer and better about school
- The change in the fundamental staff across the district makes it tough – people don't stay to invest in places.

Sonoma Valley is a very expensive place to live:

- Can we look at teacher housing as part of this plan?
- Having teachers in the neighborhood would create a sense of community
- Convert a school campus to housing
- Not just about money, also about culture

Some past facility decisions feel like they're made by and for adults; e.g. how access will be granted to Pool.

- "Members" of the pool granted access while students have PE.
- Coming from the fact that Sonoma Valley has no Parks + Rec department

Community district partnership can lead to better outcomes, for example, it could lead to an auditorium, art gallery, or theater – things that would benefit students and community alike. The community suffers as well from the lack of these resources.

Retirement community and NIMBYs push back on schools.

You need to build a school for 15 years from now:

- Magnet-like programs
- Don't need to have same program at every school
- Traditional, but people coming from all over the world to Sonoma

Sonoma State does performances that bring people together → find what unites people!

- Red and White Ball
- Fiddich [Sic?] Festival

Many schools from for community training for mental health centers

There is a plan for a performing arts center at the HS. (Has been explored before)

Junior College used to have classes for things like beekeeping and photography that brought people into campus. Such things break down the walls to the community.

Needs to be art and music programs at elementary school.

Fiscal Responsibility: Do we need all these schools? Can we bring some together?

We should focus on what it takes to bring students back to SVUSD. What does it take to get them to stop going to Roehnert Park, Novato?

School pride is huge! We need a great band.

Staff comments:

New science building at High School will be good.

Posts for the solar panels in the parking lot are an issue. Lots of cars hit the posts, some students take up two spots to avoid getting too close.

## D.13 MEETING MINUTES

### September 20, 2022 Prestwood Staff Notes

Date Prepared	9/25/2022	
Project Name	Sonoma Valley USD – Facilities Master Plan	
Project Number	93440.00.0	
Subject	Prestwood ES Staff Meeting	
Meeting Location	Prestwood ES Library	
Meeting Date	9/20/2022	
Prepared By	Josh Jackson	Email Address
	T:	F: N/A
Participants	Laura Thomas, Principal, lthomas@sonomaschools.org Mayra Zuniga, Community Liaison, mzuniga@sonomaschools.org Amber Hatfield, TOSA, ahathfield@sonomaschools.org Katie Callahan, MLS, kcallahan@sonomaschools.org Ethel Tedeo, TK Teacher Laurel Mohring, Mentor Facilitator, prestwood@sonomamentoring.org Tina Moi, Office Asst, tmoi@sonomaschools.org Regina Webb, Office Mngr, rwebb@sonomaschools.org Josh Jackson, PE	

Prestwood is a welcoming, friendly place with happy people.

There should be some way to add to or use the outdoors and natural environment. Nature at the school is a great asset.

The school itself is a very drab color. It's very 'blah'. People were excited when the primer was applied to the new MPR building because it was bright and colorful, disappointed when it turned out to just be primer.

Replace the portables. They're crumbling, falling apart, and toxic.

Lighting at the school is not conducive to learning. L.E.D.s would be better. Limited control of natural light; sometimes it's too bright, sometimes it's not bright enough.

Rooms don't have two doors like at El Verano or other schools – this is a safety issue.

Possible to add second story to some buildings? (Disagreement among group that this is a worthwhile idea.)

Possible to get Smartboards? (Some disagreement)

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TK

- The mobile TV carts in TK rooms have cords that little kids can trip on. These are not appropriate for rooms with small children.
- Outlets are only along one wall – not good arrangement.
- For TK rooms (like room 30): Create a “bump out” for a sensory wall.
- Room 30 needs a bathroom for little kids.

Amplified sound would be very advantageous.

For the school yard: A mound with turf on it with sticks coming out of it (describing a popular piece of playground equipment seen elsewhere).

“The Quiet Place” stores; Willow Tree (?)

AC is effective but loud. Quieter HVAC would be ideal.

Before the High School's athletic facility was redone, the Prestwood students would head out there for track. Now it's too big for all but the 4<sup>th</sup> and 5<sup>th</sup> Graders.

Garden was taken care of by a parent volunteer.

“We have the space, but we need the manpower. Something low maintenance.”

Inadequate parking. Front of school is underutilized – a lot of space.

Can the city repaint the curbs?

Painting on the ground would be great. “Frostig” “Peaceful Playground”

More Murals, New Murals. (All agree)

Tiles made by students – no longer done

School is often used by Community:

- Hub for afterschool
- Weekend Soccer Games
- YMCA on campus

Campus is accessible – but it's not a public park.

Need more campus-wide central storage. For things used for recess, lunch, activities etc... (Not classroom storage)

PTO is fabulous, but events need to be accessible to all. Facilities aren't the obstacles. (For example a rock wall at an event is not accessible.)

CYO Used to use the basketball court. Girl Scout events etc...

Soccer is a heavy user of the field – want visitors to respect that this is a place where kids learn.

Building Systems:

- Biggest concern is that sewage backs up a lot. Soccer players need to use porta



## D.14 MEETING MINUTES

- potties.
- Old lights/intercoms/clocks in rooms.

Can the District Office be converted to educator housing?

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Site visit notes:

Pre-K is partially funded by SVUSD – they have an AM and PM program

Art Room and Maker Lab are funded and readied by PTO – waiting for teachers now

Tree Roots are pushing up pavement in play area. Potentially dangerous.

Odd accessibility and safety issues around campus due to grade changes.

Sewage pipe in courtyard near office backs up sometimes – the one running from the bathroom building.

Playground is old... There were plans to upgrade that did not come to fruition.

4<sup>th</sup> + 5<sup>th</sup> grades use high school track.

Highly involved PTO.

Trees shed a lot of litter.

Glare is an issue across campus.

## D.15 MEETING MINUTES

### September 26, 2022 Altimira Staff Notes

Date Prepared	10/4/2022	
Project Name	Sonoma Valley USD – Facilities Master Plan	
Project Number	93440.00.0	
Subject	Altimira Staff Meeting	
Meeting Location	Altimira Library	
Meeting Date	9/26/2022	
Prepared By	Josh Jackson	Email Address
	T:	F: N/A
Participants	Josh Jackson, PE	

Issues with HVAC systems being loud. Even the new systems are loud and disruptive.

Would be great to have sustainability efforts be more visible, e.g. dashboards that show energy stored, solar energy used.

The culture of the students feeding into the school is a unique mix of “country” and more “town” based. This is something that makes the school unique.

Desired resources:

- Maker Lab and Garden need sinks
- Would be more sanitary; COVID highlights the need.
- Don't just put cleaning resources in custodial room, these spaces need regular cleaning more frequently and users need access to tools.

No hot water in science lab. Needs a dishwasher for beakers/science equipment.

Cafeteria has no dishwasher. (If the district office has hot water, why can't the schools have it...?)

Classrooms need more:

- Outlets
- Storage (lack of storage limits room capacity)
- Sinks

The big library is a great resource. Second floor of library is not used by students, it's just for district staff. It's not the best use of space.

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The garden is one of the largest in the district – can we modernize the culinary program to match the garden?

- What happens to the garden after the special funding source stops after this year?

The teacher's work room and lunch room is far from the office – not very convenient.

There's a lack of communication regarding the ordering of materials, especially training materials.

- On site storage is handled by wing.
- Would be better to consolidate and organize in a central locations, especially for SPED
- E.G. all the summer school stuff is spread around and teachers are not able to get specific materials they need at the right time.

Art teacher: poor access to electrical outlets in art room.

- Art office has electrical hub for whole school – there's a loud hum which is loud and disruptive.

More first aid kits are needed around the campus in different rooms. More defibrillators would be good. None in nurse's office.

Storage efficiency is poor. Storage rooms between the science rooms are totally jammed and hard to use.

The Altimira campus has wisdom of long tenured staff and leadership.

- Staff is unique
- Mix of socioeconomic status at school
- Library, MPR, and Gym set them apart from other SVUSD facilities

A lot of wasted space on campus.

Views are incredible, but the buildings are “blah.” Could use more color and character.

Some roofs leak.

Lots of uneven pavement around campus. Lots of cracks, big lip behind the solar panels on the ground.

Better windows for natural light and ventilation would be good. Teachers don't open windows.

- No way to turn off AC.
- People leave doors open with AC running to get fresh air
- Issues with room comfort
- Acoustics of new HVAC is a major issue.

Outdoor learning areas: not much available

- Not enough shade
- Not enough places to site
- A bunch of tables were moved last year because they were in a difficult-to-monitor place.

A consistent recycling program with standard formats (i.e. three bin) across district. Could lead to more composting.

A lot of hardscape on campus → this is a good opportunity to talk about sustainability.

Native plant zones would be good.



## D.16 MEETING MINUTES

### September 26, 2022 Adele Staff Notes

Date Prepared	10/3/2022	
Project Name	Sonoma Valley USD – Facilities Master Plan	
Project Number	93440.00.0	
Subject	Adele Harrison MS Staff Meeting	
Meeting Location	Library	
Meeting Date	9/26/2022	
Prepared By	Kimberly Coffeen	Email Address
	T:	F: N/A
Participants	Ameer Alioto, Teacher – aalioto@sonomaschools.org Jamie Laster, Special Ed Teacher – jlaster@sonomaschool.org Simone Mickens, Staff – jsmickens@sonomaschools.org Laura Hoban, Staff – lhoban@sonomaschools.org Danielle Digiulio, staff – cwedell@sonomaschools.org Cathy Wedell, Staff – dwedell@sonomaschools.org Gene Ventura, Staff – gventura@sonomaschools.org Sonia Castaneda, Staff – scastaneda@sonomaschools.org Kimberly Coffeen, Perkins Eastman	

Response to recent furniture project: input from a teacher that was involved in the pilot project, she indicated that the adjustable height stools have broken a number of times and repaired a number of times and is concerned about durability.

The Educational Technology is not seamless, issues with ease of use and delays due to waiting for the programs to load up.

What is unique about Adele:

1. The Quad – staff like how open and visible the area is but students nick name the school “Blue Jail”. The pop of clearstory structures over the commons, look like towers and the fencing is not aesthetically pleasing.
2. Programs
  - a. The Farm to Table program and garden
  - b. Arts – Dance space and Musical Theater
  - c. Dual Spanish Immersion (student enter Spanish 4 in High School)
  - d. Multiage Project Based Learning program (around for 20 years)
3. Commitment of the Staff – longevity of the teachers, work collaboratively to meet the needs of all students, family and respectful atmosphere

What is missing at Adele:

1. Art and graphic display of student work throughout the campus
2. Good example to follow is the beautification project at the High School
3. Wellness Center, possibly connected to Speech, Psychologist and Counseling.
4. Curb appeal – poor landscaping, marquee not electronic

What is not working at Adele:

1. The original classroom building design was the placement of the classrooms around a central commons/large hallway. It is currently not functioning for the following reasons:
  - a. Lack of direct visibility into the commons from the classrooms
  - b. Poor acoustics
  - c. No air-conditioning in the commons space
  - d. No flexible furniture
2. The Classroom were sized smaller with the thought that the teachers will have some of the students in the commons. The classrooms could be upgraded by removing a built-in counter in the back of the room (previously used for desk top computers). Monitors on carts take up a lot of floor space, would be better if they were mounted on the wall.
3. Lacking varied size conference rooms – for 1:1 instructions/advisement and or confidential meetings, testing space for 12-15 students.
4. No place for staff meetings except the library, but this space is not a good professional development space. Good example is the career center at the high school.
5. Outdated Library – could be designed to be more contemporary, open and accessible to students from the quad. Could the space have active, loud activities as well as quiet spaces. Outdoor space next to the library is not used, landscaping and overall design of the outdoor space is not appealing.
6. Portables are not good learning environments
7. Campus egress is on field, but no way off the field
8. Gym does not have functioning heating and air-conditioning.
9. Pick-up is very congested after school due to the intersections at the high school entry
10. Lacking clear and direct visitor parking near the Admin/Office

## D.17 MEETING MINUTES

### September 27, 2022 Dunbar Staff Notes

Date Prepared	10/3/2022	
Project Name	Sonoma Valley USD – Facilities Master Plan	
Project Number	93440.00.0	
Subject	Dunbar ES Staff Meeting	
Meeting Location	Room 3	
Meeting Date	9/27/2022	
Prepared By	Kimberly Coffeen	k.coffeen@perkinseastman.com
	T:	F: N/A
Participants	Mara Irin, K-1Teacher – mirvin@sonomaschools.org Maria Ptucha, 2nd Grade Teacher – mptucha@sonomaschool.org Erika Jason, 1:1 Room 7 – ejason@sonomaschools.org Karen O'Hara, 3rd Grade Teacher – kohara@sonomaschools.org Donna Candelaria, RSP – dcandelarial@sonomaschools.org Brandy Melendy, 4th Grade Teacher – bmelendy@sonomaschools.org Kimberly Coffeen, Perkins Eastman	

#### What is unique about Dunbar:

1. The oldest school in California (> 150 years old)  
 “Dunbar School was the first of a four-district public school system established by the Sonoma County Board of Supervisors in 1857. According to the Glen Ellen Historical Society, Dunbar School is the second oldest school in California.”  
 Sonoma News
2. Small school
3. A beautiful setting, among rolling hills, oak groves
4. The outdoor stage under the trees

#### Hope for the master plan district-wide:

1. Ability to have a dedicated Newcomer classroom as two elementary schools that feed into the middle schools. This will ensure students coming new to the District can matriculate with their peers at the middle school level.

#### What is not working at Adele:

1. Transportation – some students have to leave their neighborhood at 6 am for an 8 am school start
2. No Multipurpose room with stage, proper audio-visual and sound system. The space is very remote from the outdoor dining space.

3. Portables are aging and one is in disrepair (ramp is rotted and unsafe to walk on)
4. The school was in the recent fires. The irrigation for the garden has not been repaired and the garden has gone fallow.
5. No paved parking lot, decomposed gravel surface.
6. No dedicated drop off, unsafe condition at the front of the school with parking near drop off (pedestrian and vehicular flows have a great chance of overlapping).
7. The school has requested a new play structure with adaptive play amenities for special ed students. This project was put on hold until the FMP can be finalized. It was explained that there are funding avenues from State and Federal for Covid relief, and energy reduction but not specifically for play structures.
8. Staff feels that the PV shade structures are unsightly, they covered a beautiful vista across nature. The structures are too high, do not provide weather protection, create erosion (as a result of water dripping off the panels) on the adjacent basketball court edge causing a potential tripping hazard.
9. The outdoor stage is wonderful but would benefit with more shade. Prior to the fires, this area had more trees that provided shade.

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## D.18 MEETING MINUTES

### October 3, 2022 Woodland Star Staff Meeting

Date Prepared	10/4/2022	
Project Name	Sonoma Valley USD – Facilities Master Plan	
Project Number	93440.00.0	
Subject	Woodland Star CS Staff Meeting	
Meeting Location	Grade 7 Room	
Meeting Date	10/3/2022	
Prepared By	Simon Caulfield	Email Address
	T:	F: N/A
Participants	Bob Kobabe, Charter Council/Class Teacher – bkobabe@woodlandstarcharterschool.org Patricia Lopez-Chavez, Kindergarten Teacher – plopez@woodlandstarcharterschool.org Lyra Matthews, Kindergarten Teacher – lyra@woodlandstarcharterschool.org Joshua Jackson, Perkins Eastman Simon Caulfield, Perkins Eastman	

The need for more space, campus has limited space. More outdoor learning spaces.

Desire to have their own food service and not rely on Altimira for it. Scratch kitchen preferred.

English Language Development (ELD) Room could be more modern and work better functionally. For example, dividing the space creating a hallway and separate office for better acoustics.

There are some dead spaces on the site that could be programmed. Missed opportunities. For example, the space behind the kindergarten adjacent to fire truck access.

Solar panels have maxed out its bond. Desire to build more above parking lot.

Woodland Star is not located on Altimira's electric grid system. If there is a power outage, Altimira's backup generator will not support Woodland Star.

Credo Charter School High School is a feeder school for Woodland Star. One third of Woodland Star students go onto Credo in Rohnert County.

More consideration should be given to sensory areas for children with special needs. Emphasis should be placed on walls, landscape furniture, external learning spaces, pathways that incorporate color, feel, smell, safety to accommodate needs of all students.

'Valley of the Moon' Veterinary site could be used to accommodate students with special needs and provide more areas for SPED facilities.

More consideration should be placed on portables that have been adapted to fit the purpose of the space. Modifications to modernize these spaces so it doesn't look random.

Woodland Star is the 'ugly step child' of the SVUSD. Youngest school at 21 years. Relationship to Altimira isn't great. They had to fight hard to get 20 minutes of time for students to do use the sports field in the morning. 'It's like pulling teeth'.

'Whatever is not working in the school district, it will be dumped onto the charter schools.'

# D.18 MEETING MINUTES

## October 3, 2022 Sonoma Charter School Staff Meeting

Date Prepared	10/11/2022	
Project Name	Sonoma Valley USD – Facilities Master Plan	
Project Number	93440.00.0	
Subject	Sonoma Charter School Staff Meeting	
Meeting Location	Student Services	
Meeting Date	10/4/2022	
Prepared By	Simon Caulfield	Email Address
	T:	F: N/A
Participants	Hilary Sowers, Principal – hsowers@scs.k12.ca.us Julie Calhoun, Arts Director – jcalhoun@scs.k12.ca.us Joshua Jackson, Perkins Eastman Simon Caulfield, Perkins Eastman	

Community engagement through English language lessons occurs every Tuesday and Thursday (in response to Valued Community Assets guiding principal)

Physical safety of the school should be top priority especially with the increase in school shootings. –Hilary reached out to the police department for them to come in and talk with the children.

Hilary will send the 1 pager to parents and ask them to participate in the survey.

2/20 students are feeding into Creedon HS with the rest going to SVHS.

Any extra spaces on campus are just becoming storage spaces.

Wishlist:

- MPR is underused and is not to the standard for sports. As a result, they have to commute elsewhere for Gym class. Other schools are competing for the same gym space in the areas so they may not have a Gym space some weeks.
- A proper track for the kids to use, improve the field that is existing.
- Adjacent apartments shade the field. The apartments were supposed to help fund the maintenance of the field but haven't done so yet.
- New furniture, new stools in art room.

- Proper kitchen for school and big enough for community to gather too.
- School garden to encourage learning and community gathering –school has irrigation issues, not able to use it.
- Mentor center would be beneficial to the school, they currently cannot bring mentors in. Students needing extra emotional & social support come to this school. Having mentors would make this transition a lot easier.
- After school care center/space. It could merge with the mentor center.
- Maker space

Unique about the school:

- Focused on community, morning ceremony every morning which brings school together. School integrates a ‘families’ system where an 8<sup>th</sup> grader gets paired with the younger grades. School focuses on arts and project-based learning.


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**3. 2. Review of Meeting Minutes - 02/27/2024** 

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**Supporting Documents**

 02.27.24 Meeting Minutes - Sonoma School Consolidation Committee

SONOMA VALLEY UNIFIED SCHOOL DISTRICT  
SCHOOL CONSOLIDATION COMMITTEE  
Meeting Minutes – February 27, 2024

**Committee Member Role Call**

Committee members in attendance: Lee Barron (Parent and Substitute Teacher), Sonia Castaneda (Teacher and English Language Coordinator and Chairperson of District English Learner Advisory Committee), Gina Cuclis (Sonoma County Board of Education, Area One Trustee), Susie Gallo (Teacher and President of Mentoring Alliance), Laura Hoban (Co-President of Valley of the Moon Teachers Association and Teacher), Shoshana Signer (Parent), Greg Silvi (Vice Chairperson of District Advisory Council), Kimberly Smith (California School Employees Association and Office Manager in District), Sydney Smith (Teacher and President of District Advisory Council), Trevor Smith (Chief Fire Marshal), Cary Snowden (Executive Director of Boys and Girls Club Sonoma Valley), Douglas Weidemann (Manager Maintenance and Operations SVUSD), Brandon Cutting (Chief of Police), David Guhin (Sonoma City Manager), Maricarmen Reyes (Outreach and Event Coordinator for Sonoma Valley Community Health Center), Kyra Sherman (Parent, Teacher, and Alumni), Karly Miller (Parent).

Committee members absent: Angelica Vargas (parent).

Non-committee members in attendance: Superintendent Jeanette Rodriguez-Chien, CBO Rena Seifts, Administrative Assistant Margaret Ludlow, Facilitator Harold Freiman, Facilitator Aysha Pal.

**Election of Chairperson, Vice-Chairperson, and Secretary**

No nominees at this meeting; to be determined at next meeting.

**Review Committee Purpose**

- Evaluate data and make recommendations regarding the possible consolidation or merger of schools within the district.
- This committee is comprised of a variety of stakeholders, per guidance from the California Department of Education, to ensure representation throughout the district.
- Review data points, dream about what our district can be – think outside the box, make recommendation to the Board of Trustees.

**Discuss and Adopt Norms for the Operation of the Committee**

- The Brown Act:
  - All meetings must have an agenda that is available to the public.
  - Members of the public are allowed to attend the meeting.
  - Any documents shared with the committee must be shared with the public.
  - Committee members sharing information with each other may be a public record.
  - A quorum (majority) of committee members cannot have a private discussion about school consolidation outside of noticed meetings.



SONOMA VALLEY UNIFIED SCHOOL DISTRICT  
SCHOOL CONSOLIDATION COMMITTEE  
Meeting Minutes – February 27, 2024

- Norms:
  - Be on time
  - Don't interrupt others
  - Try to be on camera if feasible
  - Use raised hand icon – Chairperson will call upon raised hands
  - Keep comments concise; “just enough”
  - Be open minded
  - Assume best intent
  - Listen to understand
  - Use facts, not emotion
  - Stay on track with the agenda
  - Add title to zoom display name if feasible

**Review School Evaluation Criteria**

- Item #1 – the condition of a school facility
  - Keep this criteria, with some changes in terminology
- Item #2 – the operating cost of a school
  - Keep and clarify this criteria
- Item #3 – the capacity of a school to accommodate excess students
  - Keep and clarify this criteria
- Item #4 – special program facilities
  - Keep this criteria
  - Examples: a school that has a kitchen for cooking classes or a school that has a studio for dance classes if the district would like to have cooking and/or dancing classes.
- Item #5 – environmental factors
  - Keep this criteria, with some changes in terminology
- Item #6 – ethnic balance
  - Keep this criteria, with some revised wording
- Item #7 – transportation
  - Keep this criteria
- Item #8 – neighborhoods
  - Keep this criteria
  - Add proximity to homes
- Item #9 – education program
  - Keep this criteria
- Item #10 – aesthetics
  - Combine with modernization (item #1)
- Item #11 – value
  - Eliminate this criteria

**Review of Data**

- Discussion postponed to next meeting

**Data Requests for Next Meeting**

SONOMA VALLEY UNIFIED SCHOOL DISTRICT  
SCHOOL CONSOLIDATION COMMITTEE  
Meeting Minutes – February 27, 2024

- Request to review Napa Valley School Consolidation as a case study
- Request to review energy usage per school
- Request to review 5<sup>th</sup>-6<sup>th</sup> and 8<sup>th</sup>-9<sup>th</sup> grade decrease of students
- Request to see data on the cost of operating Sonoma Valley High School and Creekside High School
- Request for explanation as to why elementary school counselor is included in the cost when there is not an elementary school counselor at each school
- Request for transparent explanation of basic aide funding
- Request for data on current birth rate and expected birth rate
- Request for data on housing sales and property taxes
- Perkins Facilities Master Plan – provide cleaner copy

**Calendar Next Meeting**

- Tuesdays from 4pm-6pm: March 19, April 23, May 21

**Public Comment**

- Recommendation of physical site visits
- Data from local hospital, police department, and sheriff's department to ensure selection of schools that are the safest as possible and have access points.



### **3. 3. Election of Chairperson (5 minutes)**

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#### **Quick Summary / Abstract**

The Chairperson will preside over each meeting and help guide the final committee report. The Facilitators will remain available to assist with the meetings.

### **3. 4. Election of Vice-Chairperson (5 minutes)**

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#### **Quick Summary / Abstract**

The Vice-Chairperson will assist the Chairperson in running each meeting (e.g., helping recognize when hands are raised), and will stand in for the Chairperson in their absence.



### **3. 5. Election of Secretary (5 minutes)**

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#### **Quick Summary / Abstract**

The Secretary will take notes at each meeting, prepare the meeting minutes, and prepare each meeting's agenda. This will all be done in conjunction with the committee's Facilitators, who will assist with these tasks.

### 3. 6. Finalize School Evaluation Criteria (15 minutes)

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#### Supporting Documents



SVUSD - School Consolidation Committee - School Evaluation Criteria - REDLINE - v2 4863-6898-..



SVUSD - School Consolidation Committee - School Evaluation Criteria - CLEAN 4881-1591-5691 1

#### Background and Reason for Recommendations

- Sonoma Valley Unified School District - School Consolidation Committee - School Evaluation Criteria.docx - Google Docs



SONOMA VALLEY UNIFIED SCHOOL DISTRICT  
SCHOOL CONSOLIDATION COMMITTEE  
Redline Edits from February 27, 2024 Committee Meeting

**Criteria for School Evaluation:** Below is an excerpt of the criteria from the California Department of Education (CDE) webpage, which can be found here ([Closing a School Best Practices Guide - School Facility Design \(CA Dept of Education\)](#)). **Note:** The SVUSD School Consolidation Committee (SCC) is only focusing on school consolidation, while the CDE's materials address both consolidation and disposal.

1. **The condition and aesthetics of a school facility:** a modernized school, one in good repair, and/or one that has technological capacity or other educationally innovative features may be the best school facility in the district, in spite of its declining enrollment. It may be better to close an at-capacity ~~but physically mediocre school that needs retrofitting upgrade and/or modernization or an unsafe school.~~ In addition, often the presence of an attractive, well-designed, well-kept school can be a source of student and neighborhood pride, an asset to the community, as well as an educational asset. Of course, decisions about school closure are much more complex than just considerations of "appearance," but the physical aspect is important and should not be overlooked in the process of consideration;
2. **The operating cost of a school:** operating costs may vary from school to school. Some schools use energy (e.g., electricity and gas) more efficiently, and some schools need less maintenance, ~~and some schools have minimal transportation costs.~~ Factor these operating costs into decisions about which school to close;
3. **The capacity of a school to accommodate excess students:** ~~displaced students displaced by consolidation~~ must be housed elsewhere in the district, so choosing a school site that has unused classrooms or the capacity to add portables, without encroaching on playground/playfield space, is critical. Another important consideration is the ability of the school's essential, core facilities --- library, multipurpose room, cafeteria, gymnasium, toilets --- to accommodate additional students. While there may be room on a school site to add portable classrooms, there may be no room for all those students to use, say, the lunchroom at the same time. The administration building, also, must be considered since it may have to accommodate expanded services and personnel;
4. **Special program facilities:** special programs, such as providing services for special education students, require special facilities. Closing a school that may have a large capital investment in these special facilities may not be cost effective if those specialized facilities need to be rebuilt elsewhere;
5. **Environmental factors:** a school's surroundings may have changed since it was first opened. Zoning may have been relaxed to allow nearby, ~~undesirable-less compatible~~ businesses to move in (i.e., liquor stores, adult bookstores, air-polluting manufacturers, industries that produce or store toxic chemicals), or there might be new environmental hazards (i. e., pipelines, high voltage power lines, fuel storage tanks, airport runway extensions, etc.) that now compromise the safety of the students at a school. the schools chosen to remain open must be safe schools. In addition, there may be issues concerning pollution from vehicles, congestion from traffic, or the availability of safe sidewalks;
6. **Ethnic Diversity balance:** closing a school and redistributing its students should honor and expand the diversity balance change as little as possible the ethnic balance in schools throughout the district, including both ethnic and socio-economic diversity. Closing some schools will more adversely affect ~~ethnic diversity~~ distribution than others;
7. **Transportation:** part of the decision to close a school should be based upon what transportation costs will be saved, and what new transportation costs will be incurred, once a school is closed and its students redistributed. Ensuring that there can be safe

SONOMA VALLEY UNIFIED SCHOOL DISTRICT  
SCHOOL CONSOLIDATION COMMITTEE  
Redline Edits from February 27, 2024 Committee Meeting

walking routes for the displaced students to the new school reduces transportation costs and provides a healthy addition to the school day. It is also important to consider the adequacy of existing drop-off/pick-up and bus loading areas at the schools designated to receive additional students;

8. **Neighborhoods:** having a neighborhood school in close proximity to one's home is a part of every parent's sense of well being (not to mention the savings associated with transportation costs). The availability of nearby schools to the ones chosen for closure can lessen the impact of displacement and loss of connection to the new school;
9. **Education program:** educational programs are generally mobile; programs and staff can move from site to site. But there can be site-related high achievement schools based upon innovative facility design, a particularly fortuitous dynamic among staff, and just the right mixture of students. Often these high achievement schools are unique and perhaps may be hard to reconstruct elsewhere. On the other hand, there can be historically low-performing schools. Such sites may be good candidates for closure providing an opportunity for re-distributing the students and staff;
10. ~~**Aesthetics:** often the presence of an attractive, well designed, well kept school can be a source of student and neighborhood pride, an asset to the community, as well as an educational asset. Of course, decisions about school closure are much more complex than just considerations of "appearance," but the physical aspect is important and should not be overlooked in the process of consideration;~~
11. ~~**Value:** if maximizing revenue from the sale or lease of surplus schools is integral to decisions regarding which school to close, then, of course, a property appraisal and assessment of the interests in and proposed uses for the property are vital. The appraisal and assessment must state that it complies with Uniform Standards of Professional Appraisal Practices as promulgated by the Appraisal Standards Board of the Appraisal Foundation. The expected value realized from a closed school should be measured not just in revenue but also in community enhancement (see Chapter 5 for limitations of how revenue from the sale or lease of property can be used).~~
11. **Traffic:** with school consolidation, there may be increases in traffic and related congestion from traffic. Potential traffic impacts should be considered, including impacts on safe pedestrian travel.

Commented [AP1]: Combined with criterion #1

Commented [AP2]: New criterion

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SONOMA VALLEY UNIFIED SCHOOL DISTRICT  
SCHOOL CONSOLIDATION COMMITTEE  
Clean Edits from February 27, 2024 Committee Meeting

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4. **Special program facilities:** special programs, such as providing services for special education students, require special facilities. Closing a school that may have a large capital investment in these special facilities may not be cost effective if those specialized facilities need to be rebuilt elsewhere;
5. **Environmental factors:** a school's surroundings may have changed since it was first opened. Zoning may have been relaxed to allow nearby, less compatible businesses to move in (i.e., liquor stores, adult bookstores, air-polluting manufacturers, industries that produce or store toxic chemicals), or there might be new environmental hazards (i. e., pipelines, high voltage power lines, fuel storage tanks, airport runway extensions, etc.) that now compromise the safety of the students at a school. The schools chosen to remain open must be safe schools. In addition, there may be issues concerning pollution from vehicles, congestion from traffic, or the availability of safe sidewalks;
6. **Diversity balance:** closing a school and redistributing its students should honor and expand the diversity balance in schools throughout the district, including both ethnic and socio-economic diversity. Closing some schools will more adversely affect diversity distribution than others;
7. **Transportation:** part of the decision to close a school should be based upon what transportation costs will be saved, and what new transportation costs will be incurred, once a school is closed and its students redistributed. Ensuring that there can be safe walking routes for the displaced students to the new school reduces transportation costs

SONOMA VALLEY UNIFIED SCHOOL DISTRICT  
SCHOOL CONSOLIDATION COMMITTEE  
Clean Edits from February 27, 2024 Committee Meeting

and provides a healthy addition to the school day. It is also important to consider the adequacy of existing drop-off/pick-up and bus loading areas at the schools designated to receive additional students;

8. **Neighborhoods:** having a neighborhood school in close proximity to one's home is a part of every parent's sense of well being (not to mention the savings associated with transportation costs). The availability of nearby schools to the ones chosen for closure can lessen the impact of displacement and loss of connection to the new school;
9. **Education program:** educational programs are generally mobile; programs and staff can move from site to site. But there can be site-related high achievement schools based upon innovative facility design, a particularly fortuitous dynamic among staff, and just the right mixture of students. Often these high achievement schools are unique and perhaps may be hard to reconstruct elsewhere. On the other hand, there can be historically low-performing schools. Such sites may be good candidates for closure providing an opportunity for re-distributing the students and staff;
10. **Traffic:** with school consolidation, there may be increases in traffic and related congestion from traffic. Potential traffic impacts should be considered, including impacts on safe pedestrian travel.



**3. 7. Data Requests for Next Meeting (5 minutes)**

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#### **4. NEXT MEETING (5 minutes)**

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##### **Recommendation(s)**

Meetings time 4-6pm

Future meeting dates.

- Tuesday, April 23, 2024
- Tuesday, May 21, 2024



## **5. PUBLIC COMMENT (10 minutes)**

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### **Quick Summary / Abstract**

Members of the audience may address the Committee on any related matter that is not on the agenda. The Committee will not take action on any issue raised during this section of the agenda, as much as Committee action is limited to posted agenda items. Speakers are requested to limit their comments to a maximum of three minutes.

**6. ADJOURNMENT**

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