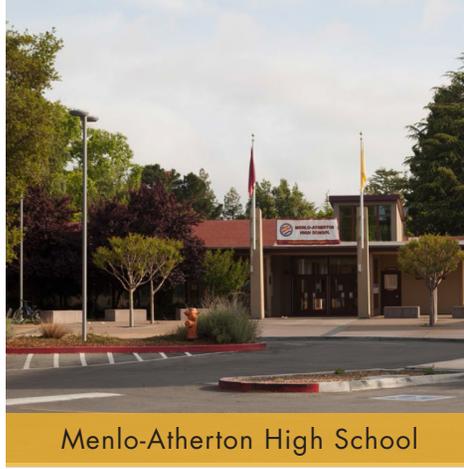


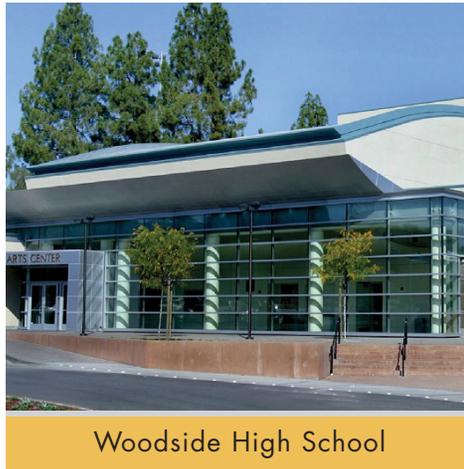
Carlmont High School



Menlo-Atherton High School



Sequoia High School



Woodside High School

FACILITIES MASTER PLAN

SEQUOIA UNION HIGH SCHOOL DISTRICT

Final Version 1.0 Presented to Board June 24, 2015

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INTRODUCTION



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LPA

SEQUOIA UNION HIGH SCHOOL DISTRICT

Sequoia Union High School District (SUHSD) serves over 8,500 students in grades 9-12 at four comprehensive high schools, one alternative high school and a number of additional programs. The motto of the District is “All students are engaged and prepared to excel in a global society.” The educational programs of SUHSD are guided by the District’s four established Goals:

- Provide a rigorous, engaging and comprehensive instructional program with strong supports to prepare all students for high standards of academic achievement and future career opportunities.
- Recruit, retain and further develop a highly qualified staff at all levels of the organization to professionally serve students, parents and community.
- Maintain a strong and responsive infrastructure in support of its overall mission through stable



finances, adequate and well-maintained facilities and alignment of budgetary resources to district goals.

- Involve the parent community to strengthen and communicate district programs and services for students, engage its partner districts and access community resources.

These goals are further elaborated in Appendix A. The District also conducts continuous evaluation of their progress on 10 individual metrics to track progress and success in meeting these goals. The District Dashboard tracks these metrics and is included in this document as an Appendix B.

MEASURE A

In June of 2014 the SUHSD community generously passed Measure A to provide \$265 million in bond funding for constructing and upgrading school facilities. Prior to the placing Measure A on the ballot SUHSD convened a Facilities Needs Task Force which created a preliminary project list to identify facilities needs across the District. This project list has been a strong guiding document throughout the Facilities Master Planning process.

The primary focus of both the Task

Force and Measure A is providing adequate facilities to accommodate the significant and sustained growth in enrollment the District is currently experiencing. Enrollment projections have consistently shown the student population of the District growing to approximately 9,600 students by 2020. Measure A was passed to address the variety of facilities needs that this growth in enrollment will create. Measure A was also intended to address a variety of long term maintenance items to continue to provide appropriate facilities across the District. These items were identified by the SUHSD Maintenance and Operations Department in the 5 Year Capital Repair Plan and included in the Facilities Needs Task Force Project List.

GOALS FOR THE FMP

From the beginning of the process of developing the Facilities Master Plan (FMP) there has been three main goals for the plan and the process of developing it: Plan Measure A Projects: Define and develop the projects identified by the Facilities Needs Task Force and funded with Measure A. The Facilities Master

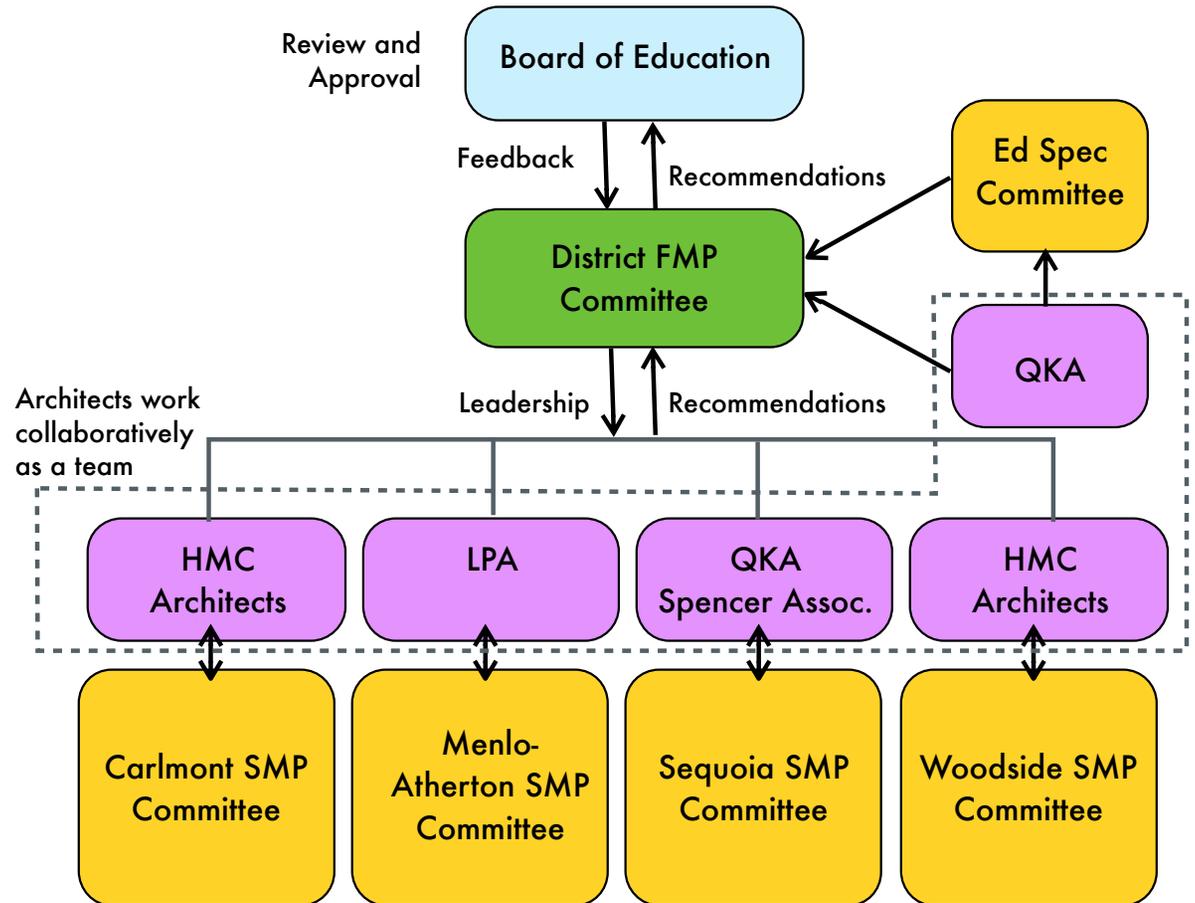
- Plan will further define and develop the scope of work and budgets for these projects and place them into an overall plan for the campus.
- Long Term Vision: A secondary goal of the FMP is to develop a schematic long term vision for each campus to guide the Measure A projects and future facilities projects beyond the scope of this bond. This long term vision will ensure that the Measure A projects are working towards a greater goal and are the best use of funding in both the short and long term.
- Community Engagement: Throughout this process it is important to engage each school community in this process and keep the public informed.

ORGANIZATIONAL STRUCTURE

GROUPS INVOLVED

The following groups are involved in the FMP Process:

- **Board of Trustees:** The Board is the ultimate decision making authority and will approve the final Master Plan for implementation and funding. Two Board Members will also serve on the FMP Committee to represent the Board in the process.
- **District FMP Committee:** A Committee representing the entire District will provide oversight to the FMP Process at all schools and to the District-Wide Tasks to make sure that the overall community is represented and this equity in the development of the Site Master Plan (SMP) at each school site. This committee consists of Superintendent Jim Lianides, Assistant Superintendent Enrique Navas, Chief Facilities Officer Matthew Zito, Ralph Adams (Construction Manager) and Aaron Jobson of QKA.
- **Executive Architect:** QKA will work with the District FMP Committee to facilitate and manage the FMP Process and address all District Wide Tasks.
- **Educational Specifications Committee:** This committee will be charged with writing the Educational Specifications for the District.
- **Site Master Plan Architects:** An Architectural Firm is assigned to complete the SMP for each school.
- **Site Master Plan Committee:** A committee representing stakeholders across the entire school committee will be established for each of the four comprehensive high schools to guide the development of the Site Master Plan.



ORGANIZATIONAL DIAGRAM

PROCESS

In order to complete the Facilities Master Plan in an equitable manner across the four schools with different Architectural Teams and Committees, a clear process was developed and followed by all teams.

PHASE 1 PLANNING

Because of the rapid growth in enrollment it was critical to work quickly to identify and plan the first projects at each campus to house these additional students. Therefore the first step in the FMP process is to quickly identify the facilities needed to house the additional students that are expected on each campus for the 2016-17 school year, described as Phase 1. This required those projects to follow an accelerated and parallel schedule for planning and design. Each SMP Architect Team worked with their Site Committee over the Summer of 2014 to complete the following tasks:

- Review demographics to determine number of students which need to be housed on the campus in the 2016-17 and 2017-18 school years.
- Participate in District-wide charette to identify requirements and design goals for new classrooms and other instructional spaces and standards for classrooms across the District.
- Meet with Site Master Plan Committee to quickly identify location and scope of work of Phase 1 Projects to accommodate the expected number of students.
- Develop a conceptual Phase 1 Plan which describes the proposed scope of work and budget for approval by the Board of Education to proceed with the design phases of the project.

The Planning of Phase 1 was completed and presented initially to the Board of Education on September 9, 2014. The final scope of work and budgets for the Phase 1 projects at each of the four comprehensive high schools was approved by the Board on October 8, 2014. The Phase 1 Projects for each campus are described in the master plan sections for each school and are all proceeding with the design phases with construction scheduled to begin in 2015 and 2016.

FACILITIES ASSESSMENT

Another important task for each SMP Architect team was to conduct a Facilities Assessment for each individual school site. The scope of that Facilities Assessment was general in nature and included the following components:

- Reviewed and validated existing SUHSD 5 Year Capital Repair Plan and Facilities Needs Task Force Project List.
 - Review existing documentation by Architect or Engineer in the following disciplines:
 - Architectural
 - Civil Engineering
 - Structural Engineering (General review only. Does not include seismic analysis, detailed evaluation or calculations)
 - Mechanical and Plumbing Engineering
 - Electrical and Lighting Engineering
- Conducted a general site assessment with each discipline to verify needs identified in 5 Year Capital Plan, Facilities Task Force Needs Assessment and recommend any additional needs

that may be identified. The site assessment consisted of a visual inspection and will not include surveys, potholing or any other means of identifying existing utilities.

- Reviewed existing Capital Repair Plan information to familiarize your team with the proposed repairs.
- Provided additional information and detail as necessary to clearly define the scope of work of the proposed projects for cost estimating, especially utility repairs/replacements
- Reviewed proposed improvements in Facilities Task Force Needs Assessment to familiarize the team with the proposed scope of work. Identified any potential issues associated with the projects so that they would be incorporated into the Site Master Facilities Master Plan
- Reviewed all buildings to develop a general understanding of the campus and the condition of it's facilities
- Identified any significant additional repair or replacement needs observed by the team and not quantified in the Capital Repair Plan

The Facilities Assessment was a key part of the initial basis of the remainder of the Facilities Master Planning Process.

EDUCATIONAL SPECIFICATIONS

As Executive Architect for the Facilities Master Plan, Quattrocchi Kwok Architects assisted the District with creating an Educational Specifications (Ed Spec). The intent of the Ed Spec is to serve as a benchmark

to describe a standard level and quality of facilities needed to support the Educational Programs for all four comprehensive High Schools in the District: Carlmont High School, Menlo-Atherton High School, Sequoia High School and Woodside High School.

SUHSD has a variety of innovative, successful academic programs that provide a rich and unique learning experience for students at all four of the comprehensive high school campuses and at each of the smaller, specialized schools. Some of these programs are consistent across the District and some are unique to each individual school. The facilities at each school play an important role in supporting these academic programs and enabling them to flourish. The facilities also have an impact on the experience of the campus to students, faculty, parents and community members alike. The Ed Specs have been developed to identify and describe the facilities needed to support educational programs and goals across SUHSD. The goals of the Ed Specs are to:

- Articulate values and priorities that will be supported by the kinds of facilities developed by the district
- Establish a baseline for what facilities are needed to support the educational programs and experience across the District while also allowing for the unique characteristics of each of the schools.

The first draft of the Ed Spec was presented to the Board of Education and distributed to the Master Planning teams on _____ and approved by the Board on January 14, 2015. The Ed Specs have served as a key guiding document in the development of both the Phase 1 project designs and the Facilities Master Plan.

SITE MASTER PLAN DEVELOPMENT

Building on the initial work completed during the Phase 1 Planning, each Site Master Plan Architect worked closely with the Site Master Plan Committee at each school. Together they worked to complete a series of steps towards completing the Site Master Plan:

- Identify facilities issues on the campus related to the ongoing growth in enrollment.
- Determine how the specific improvements identified in the Facilities Needs Task Force should be addressed on the campus.
- Identify other facilities needs on campus.
- Communicate facilities needs and issues that are important to faculty, students, staff, parents and community members.
- Develop a long term vision for the facilities at the school to address the identified issues, support the educational vision and provide the facilities features identified in the Educational Specifications.
- Develop a list of facilities projects that address the identified needs and determine how and where on campus they would best be located.
- Design a Site Master Plan that includes all of the identified projects.
- Estimate the probable costs of each identified project. Prioritize the projects and identify which projects should be included in Phases 2 and 3 of Measure A.

SITE MASTER PLAN COMMITTEES

The SMP Committee will be the vehicle for the most direct community involvement in the process. An SMP Committee has been established for each school with members to represent each of the key stakeholder groups in the broader school community. These include parents, students, faculty, staff, site administration, and district administration. The members of this committee

are asked to represent not their personal viewpoint but the views of the stakeholder group they are representing as a whole. It is the task of the committee to work collaboratively to weigh all of the concerns and make consensus based decisions about what is best for the students of each high school.

COMMITTEE MEMBERSHIP:

Each Site Master Plan Committee included the following representatives:

- Principal
- Vice Principal
- Parent and/or Parent Group representative
- Teacher representatives from each school department
- Athletic Director and/or Athletic Coaches
- Student Activities Director
- Student
- School Plant Manager

COMMITTEE RESPONSIBILITIES:

The following responsibilities were presented to each committee at the first meeting and governed the meetings and deliberations of the committee:

- Represent the entire school community and your stakeholder group throughout the committee process by thinking beyond your personal experience
- Provide input on facility needs and issues at the school site
- Help SMP Team understand the operations, school culture and educational process at the school site
- Collaborate with the SMP Team to develop the Site Master Plan
- Assist with the prioritization of identified improvements
- Make recommendations to the FMP Committee and the Board of Trustees for decisions

UNDERLYING VALUES:

The SMP Committee efforts are guided by the underlying values of its membership. These values set the context for how the Committee will carry out its role and conduct its meetings. The Committee defines these values as presented below:

- Open, honest, and respectful communication is encouraged.
- Members will respect all opinions regardless of agreement, and keep disagreements within the context of the Committee meeting.
- Disagreements are encouraged, but do so with grace and tact.
- Silent disbelief or disagreement is discouraged.
- Attack the problem, not the person.
- The Committee will operate within the context of the “public” dialogue, which means the discussion is open for the public review and is not confidential.
- The meetings will start and end on time.
- Cellular phones will remain on “silent mode” during all meetings and please NO TEXTING DURING MEETINGS.

ADDITIONAL STAKEHOLDER ENGAGEMENT

The Site Master planning Committee formed the core of the engagement between the Master Planning team and each school’s stakeholders. However the Master Planning Team also used the following methods to engage stakeholders in the process:

STUDENT ENGAGEMENT

Engaging students will be an important part of the development of the Site Master Plan. It is important to get the input and perspective of a wide variety of students throughout the process. This can be accomplished in a number of ways including open

forums, lunchtime presentations, engaging student leadership and more. Each SMP Team will work with the SMP Committee to identify the best ways to engage a variety of student voices on each campus.

COMMUNITY FORUMS

As a part of the development of the SMP, each team will make three open presentations to the school community. The intent of these presentations is to present a status update of the SMP to the broader

school community and allow a greater number of the stakeholders to have an opportunity to hear the information and provide feedback and comments on the direction. There will be one presentation at Back to School Night at the beginning of the process, one during the development of the SMP, and one when the first draft of the SMP is complete.

BOARD PRESENTATIONS

There will also be presentations to the Board to provide



updates on the development of the FMP. These will be an opportunity for Board Members and the entire community to understand the development of the FMP and provide feedback and comment. The Board Presentations will happen approximately once per month.

KEY QUESTIONS

To guide the development of the SMP a set of key questions have been identified that should be addressed at each site and will guide the direction of the SMP:

HOW DO WE ACCOMMODATE THE PROJECTED GROWTH IN THE STUDENT BODY?

The primary focus of the Measure A Bond and each SMP is providing the facilities necessary to support the significant projected growth in enrollment across the District. This includes first and foremost, classrooms and other associated educational spaces. The requirements for these spaces are described in the Ed Specs. However, additional students will also require improvements to facilities to support student services, food service, indoor and outdoor common spaces, and athletics facilities.

HOW DO WE SUPPORT EDUCATIONAL PROGRAMS TO HELP STUDENTS SUCCEED?

The role of school facilities is to support the educational goals and programs of the schools, and help students succeed. This will be a guiding question to help frame the discussions of the SMP Committee. For each school, the committee should consider how facilities could better support programs, such as, Partnership Academies, Educational Departments, Teacher Collaboration, Special Education, English Language programs, and other departments.

HOW CAN WE IMPROVE THE DELIVERY OF SERVICES TO SUPPORT STUDENTS?

In addition to academic programs, schools also provide critical services to support students and their families. It is important that the school facilities support these services and create a comfortable environment for students and their families to access them. This will include services, such as, college and career counseling, academic support, special education, food services, after school programs, and others.

FACILITIES NEEDS PRIORITIZATION

Through the process of developing the FMP there will undoubtedly be more needs identified than there are funds in Measure A to fund. An important task of the SMP Committee will be to work together to prioritize these improvements. All decisions about the prioritization of improvements are to be made by consensus of the entire committee. To maintain consistency between the four sites they will all follow these guidelines for prioritizing the improvements:

1: STUDENT ENROLLMENT GROWTH

The first priority and indeed the main purpose of the Measure A Bond is to provide the necessary facilities to support the projected growth in student enrollment. This was the focus of the Facilities Needs Task Force Project List which is the basis for the bond and is attached for reference.

2: FACILITIES REPAIRS

The second priority is those improvements which are necessary to maintain the buildings and other physical infrastructure of the campuses in good condition. These needs are identified in the Capital Repair Plan. Improvements to energy efficiency are also included in this category.

3: EDUCATIONAL PROGRAM NEEDS

The third priority is facilities improvements that support the educational programs of the District and each individual campus. These are identified in the Educational Specifications and will be further elaborated on by each SMP Committee. The focus on all of these improvements is on supporting student achievement and better serving student needs. This category would also include projects which improve student safety.

4: ADDITIONAL FACILITIES NEEDS

The final category includes all facilities improvements which do not fit in the previous three categories. This would include any proposed improvements which are intended to support students but are beyond the scope of the Ed Specs, any community enhancements, and other long term planning goals.

SUMMARY

MEASURE A PROJECT SUMMARY

As described above the primary goal of the FMP is to identify and further develop the projects to be completed within the scope of Measure A. These projects have been selected and identified in collaboration with the Site Master Planning Committee and with a focus on providing the facilities necessary to support enrollment growth and addressing the needs identified by the Facilities Needs Task Force. Each project is identified and described within each school's section. The following table provides a summary of projects identified for each of three phases within Measure A at each school.

CAPITAL REPAIR PLAN

As described above the 5 Year Capital Repair Plan was a part of the original Facilities Need Task Force Project List and it continues to be a core component of the Facilities Master Plan. The Capital Repair Plan is a list of projects developed by the SUHSD Maintenance and Operations team with input from each school site. It was developed based on the 5 Year Maintenance Plan that the District has maintained for many years. The intent of the Capital Repair Plan was to estimate the repairs to the facilities and infrastructure at each campus that were critical to the ongoing maintenance of the school. Many of these issues have been awaiting funding for many years. The Site Master Plan Architects have worked with the SUHSD M&O team to further define and develop these projects. Although the estimated costs of some individual items have changed the Capital Repair Plan is included in the

Facilities Master Plan for each campus at the funding level originally identified in the plan when the Facilities Needs Task Force was developed. The Measure A funds will be combined with other sources of funding to complete the projects where necessary. The Capital Repair Plan is identified as its own Phase of work distinct from Phases 1-3. This approach was taken to allow the SUHSD M&O team to prioritize and schedule the projects and the schedule for their completion based on the maintenance needs, site input and their capability to complete the projects. Capital Repair Plan projects will be coordinated with Phase 1-3 projects. Wherever it is advantageous they will be combined with Phase 1-3 projects to maximize efficiency.

FACILITIES NEEDS TASK FORCE PROJECT LIST

Prior to placing Measure A on the November 2014 ballot, SUHSD convened a Facilities Needs Task Force. The Task force reviewed facilities needs across the District and developed a preliminary list of projects with preliminary budgets for each category and school. This Facilities Needs Task Force Project List has been a guiding document throughout the development of the Facilities Master Plan. The intent of this plan is for the projects selected in the Facilities Master Plan for Phases 1-3 address the needs identified in that project list. This Facilities Master Planning process has further developed and defined those facilities needs and provided an overall vision for each campus based on those identified needs as well as the priorities and needs expressed by the Site Committee.

COST ESTIMATING

The probably constructing cost for each project proposed for Phases 1-3 of Measure A was estimated from information provided by the Site Master Plan Architects. A common, independent cost estimator with more than 10 years of experience estimating Bay Area Schools projects performed all estimates. Care was taken to provide as much accuracy as possible. However, the nature of a Master Plan means that the information is conceptual and preliminary. All of the costs presented in this document are Total Project Costs. This means that they include the Construction Cost, Contingencies for escalation, design and construction and soft costs, such as fees for inspection, design, agency review, testing, etc.

MEASURE A COST SUMMARY

School	Phase 1	Capital Repair Plan	Phase 2	Phase 3	Total
Carlmont High School	\$20,389,265	\$10,773,000	\$3,375,989	\$534,000	\$35,072,254
Menlo-Atherton High School	\$28,062,865	\$5,245,478	\$14,764,478	\$3,817,125	\$51,890,456
Sequoia High School	\$16,394,000	\$6,314,000	\$4,476,000	\$2,240,000	\$29,424,000
Woodside High School	\$17,614,000	\$10,976,750	\$5,391,000	\$0	\$33,981,750
SUBTOTAL:					\$150,368,460
Redwood High School	\$100,000	\$321,750	\$20,667,500		\$21,089,250
Charter Schools	\$6,142,500	\$477,750	\$0		\$6,620,250
Additional Campuses	\$13,301,027	\$0	\$49,738,973		\$63,040,000
District-Wide	\$5,196,775	\$96,082	\$9,520,849		\$14,813,706
Program Management	\$1,915,865		\$4,459,139		\$6,375,004
Unallocated and Planning					\$3,406,747
GRAND TOTAL:					\$265,713,417