QUATTROCCHI KWOK ARCHITECTS

Facilities Master Plan and Phase 1 Project Board Update

Prepared for: Sequoia Union High School District Board of Trustees

Prepared by: Aaron Jobson

Revised and Updated for Board of Trustees Approval October 8, 2014

QKA Job Number: 1395.01

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OVERVIEW

In May of 2014 SUHSD underwent a selection process to determine the best Architectural Firms to assist the District in developing a District Wide Facilities Master Plan. As a result of that selection process Quattrocchi Kwok Architects was selected to serve as the Executive Architect to assist the District in managing the Facilities Master Plan (FMP) process and coordinate the efforts of the architectural teams selected to serve as Architects for each Site Master Plan (SMP) at the four high schools. Quattrocchi Kwok Architects (QKA) was selected to complete the SMP at Sequoia HS with Spencer Associates (SA) selected to complete the design of projects at Sequoia. HMC Architects was selected to complete the SMP and design services at Carlmont and Woodside High Schools. LPA, Inc. was selected to complete the SMP and design services at Menlo-Atherton High School. Following the passage of Measure A in the June 2014 election work began on the four SMP's and on a variety of District wide tasks in the FMP.

Throughout the FMP process we will be emphasizing that the FMP has two complimentary goals. The first and primary goal is to further develop, plan and design the Measure A projects that have already been identified within the Facilities Needs Task Force Project List. These are the projects that are funded by Measure A. The project descriptions in the Project List are general in nature and the FMP will expand on those descriptions to better identify the scope of work in each, develop preliminary design concepts for them and verify project budgets. The secondary goal is to develop a schematic long term vision for the campus beyond the Measure A projects. Developing this long term vision is necessary to provide a context for completing the Measure A projects and to ensure that those projects are building towards a larger vision for the facilities at each campus and not creating any unnecessary obstacles to future development. Together these two components of the FMP will guide facilities decision making through Measure A and into the future as additional funding becomes available.

DISTRICT WIDE TASKS

As the Executive Architect one of QKA's main goals is to coordinate the efforts of all four SMP's to make sure there is a consistent approach and that a consistent level of educational experience is planned for at each school. One aspect of addressing that goal is to work with SUHSD to address District wide issues and develop key standards to guide the development of the SMP's. The following are the major components of that effort:

Educational Specifications

The goal of the Educational Specifications (Ed Spec) is to establish a standard level of facilities needs that are necessary at each Comprehensive High School to support the educational goals and programs. The facilities needs are identified through discussion of the educational programs currently in place and on the horizon and how they can best be supported by the school facilities. Additionally, flexibility is considered and promoted throughout

the process to best allow the facilities to support changing educational programs and needs in the future. This baseline of facilities needs The Ed Spec will serve as a guide to each team as they work with stakeholders at each school site to develop the SMP. For new construction projects the Ed Spec shall serve as a guide for programming and designing those spaces. For existing buildings the Ed Spec will serve as a guide for evaluating the facilities and identifying needed facilities improvements some of which may be addressed through Measure A and some of which will become part of the long term master plan for each campus.

The Ed Specs are being developed by QKA in collaboration with a stakeholder group representing teachers, administrators and staff from each of the four High Schools and members of the District Administration. We have had four open and collaborative meetings, each covering a different element of the Ed Specs. Out first meeting was a collaborative session with all four architectural teams to explore aspects of 21st Century learning environments and develop a preliminary criteria document for facilities needs in standard classrooms. In our second meeting we discussed teacher and student collaboration spaces, administrative and student support spaces… In our third meeting we focused on science classrooms and visual and performing arts classrooms. In our final meeting we discussed athletics facilities, libraries and a few other issues. The last of these meetings was completed on August 25th and the first draft of the Educational Specifications was circulated to all participants in the process for review and comment in mid-September. The Final Draft of the Educational Specifications has been presented to the Board at the October 8th meeting. A preliminary document outlining the facilities needs for a standard classroom was developed and released in June for use in planning the Phase 1 projects.

Design Standards and Guidelines

The goal of the Design Standards and Guidelines is to develop standards for the technical aspects of the building projects. This document will provide standard levels of quality, material types and in some cases manufacturers and equipment specifications for key components of the building projects. This is important to maintain a consistent level of quality and ease of maintenance across projects at all sites in the District. Spencer Associates is currently developing this document in collaboration with District Staff and the three other architectural teams. The final draft is scheduled to be complete in early October.

FMP Framework

Throughout the development of the FMP maintaining equity of educational experience between the four high schools will be an important concern. Along with that it is also important to maintain a level of consistency in the approach and process for developing the SMP at each school. To do this QKA has developed a FMP Framework document to identify and describe the approach to developing the FMP and the expected output. The FMP Framework was developed collaboratively with the District and also with significant input from the four architectural firms. The group has monthly FMP Team meetings where all four firms and the District leadership come together to share developments at each site, coordinate our efforts and develop the FMP Framework. The document addresses topics such as the stakeholders included in the SMP Committees at each school, standards for

communication with each school community, the key questions to be addressed in the SMP process, engagement of students and standards for the final work product to be developed for the SMP. The FMP Framework document was completed in late September. It has been shared with all four architectural teams for distribution to the members of all of the Site Master Planning Committees. The FMP Framework will be presented to the Board for review at the October 8th Board Meeting with this document.

Standards for Energy Managment, Irrigation Managment and Security Systems

One of the critical components of the 5 Year Capital Repair Plan developed by the District and included in the Facilities Needs Task Force Project List is upgrading the District's systems for energy management, irrigation management and security systems. QKA is working with the SUHSD Maintenance and Operations Department to identify and evaluate potential options for these systems and develop standards for use in the development of the FMP and in design projects.

Facilities Assessments

Each of the SMP Architects has conducted a preliminary Facilities Assessment of their school site(s). This included a tour of the facilities with the Architect, engineering consultants, site Plant Manager and District M&O Staff. The focus of the Facilities Assessments is on gaining a general understanding of the campus facilities and their condition and on further defining the scope of work for the projects identified in the 5 Year Capital Repair Plan. As part of the development of the SMP for each campus additional cost estimating will be completed to verify the budgets for the projects identified in the 5 Year Capital Repair Plan.

Food Service Program Standards

Another issue being addressed at the District level is the direction and vision for the District's Food Service Program. In the Facilities Needs Task Force Project List a project is identified at each school to improve food service facilities. The District has recognized that there are a number of challenges facing the food service program that need to be addressed at the District level by developing a new vision for the Food Service Program. The following five challenges have been identified:

- Delivery Speed: Existing food service program has difficulty being able to deliver food to all participating students within the 35 minute lunch period
- Increased Enrollment: Each of the District's four comprehensive high schools are expecting significant enrollment growth which will increase the number of meals to be served
- Participation Rate: The District would like to increase the percentage of the student body that participates in the lunch program, especially among students that qualify for the Free and Reduced Lunch program.
- Perception of Freshness: Students and parents have a perception that the meals served by the food service program are not fresh. This is related to the food being prepared at the District's central kitchen facility then warmed and served at the individual school sites. The District believes this is a key issue affecting the number of students that participate in the food service program

- Existing Food Service Facilities: The District's food service facilities are also in need of renovation including needed improvements to the prep areas, cafeterias and serving stations.

The District is currently in the process of selecting a qualified Food Service Consultant to assist the District in developing ideas to meet these challenges and a new vision for the Food Service program. The final selection will be made in early October with work beginning immediately in order to develop the new Food Service Program Standards later this Fall. These standards will then be implemented through the SMP process at each school site.

Proposition 39 Projects

The District is actively pursuing additional facilities funding for energy efficiency projects through the Proposition 39 funding program administered by the California Energy Commission and California Department of Education. The District has contracted with Derivi Castellanos Architects to evaluate potential projects and complete the application process. The Proposition 39 projects are being closely coordinated with the development of the SMP at each school to make sure that we take advantage of any construction efficiencies and prevent any conflicts.

PHASE 1 PROJECTS

In addition to developing a SMP for each site the architectural teams have been asked to proceed with an expedited design and planning process for Phase 1 projects to provide classrooms and other learning spaces necessary to accommodate the expected growth in student enrollment for the 2016-17 school year. To have these facilities constructed to meet that deadline the SMP Architects have been working with representatives from the SMP Committees at each of the schools to conduct Planning and Programming for the Phase 1 projects over the summer of 2014. That process has culminated in a Phase 1 Project Report for each of the schools which identifies the preliminary scope of work for each campus. These Phase 1 Reports have been reviewed and finalized with the District Administration and the Site Master Planning Committees. Preliminary cost estimating has also been completed for the proposed Phase 1 scope of work at each campus. These cost estimates include all construction costs, contingencies and soft costs. They are also based on the preliminary assumption that the District will use the Lease-Leaseback project delivery method. The actual project delivery method for each project will be determined in the design phase of the project. QKA, the District and each SMP Architect has identified the specific line items from the Facilities Needs Task Force Project List which will be used to fund the Phase 1 Projects. This funding plan has been reviewed with the SMP Committees. There have been some changes to the projected costs and the scope of work from what was projected in the Project List, but those costs have been accommodated within the funding plan. Therefore all Phase 1 projects are fully funded by line items from the Facilities Needs Task Force Project List. The Phase 1 project schedules have been evaluated along with the project budgets with the goal of completing the facilities as close as possible to the start of the 2016-17 school year. The Phase 1 projects will begin an expedited process for design and construction. The Phase 1 Reports for each campus are attached to this report for review by the Board.

HMC Architects

CARLMONT HIGH SCHOOL

Phase 1 Scope of Work Report – R1

Prepared for: Sequoia Union High School District

Prepared by: HMC Architects

September 29, 2014

PLANNING PROCESS

Stakeholders

HMC wishes to thank all the participants of the Site Master Plan Committee for being so dedicated and available to meet over their summer. It has been an exciting and dynamic process and a successful endeavor of shared-governance. Many wonderful ideas and insightful suggestions were made, and these elements allowed HMC to develop Phase 1 concepts rapidly and efficiently. We at HMC look forward to continuing the process through the remaining steps of the Master Plan work as well as the design and construction of the Phase 1 project. The participants are as listed below:

Site Master Plan Committee

Lisa Gleaton	Principal CHS
Jen Cho	Vice Principal CHS
Ralph Crame	Vice Principal CHS
Grant Stuenenberg	Vice Principal CHS
Irene Oliveira	Teacher CHS
Kelly Redmon	Teacher CHS
Richard Weigelt	Teacher CHS
Jerome Harris	Plant Manager, CHS
Jeff Selman	Parent
Kim Steinjann	Parent
Walter Haub	Director of Facilities, SUHSD
Robert Fishtrom	Director of Instructional Tech, SUHSD
Lee Salin	HMC Architects
Arturo Levenfeld	HMC Architects
Carrick Boshart	HMC Architects
Marry Morris	HMC Architects

Meetings

The Site Master Plan Committee met five times over the course of the summer and engaged in activities such as identifying committee goals and campus/parent/student needs, touring existing facilities, reviewing enrollment projections, evaluating Phase 1 and Master Plan design concepts, and incorporating the overall vision for a 21st century educational environment. Within a few days of a meeting, minutes were issued and revisions allowed for. These minutes, including analyses and alternatives, were then reviewed at the following meeting to refresh the group on previous details and discussion items. Current meeting items were then reviewed and collaboratively discussed to further refine and develop the Phase 1 project as well as coordinate it with conceptual level options for the Master Plan.

The general content of the five meetings is as follows:

Meeting 1
- Introduction of the SMP Committee members
- Planning process orientation
- Master plan goals

Meeting 2
- Graphic recording of instructional Goals/Vision
- Site environmental and circulation analysis
- Group discussion of campus “Likes/Dislikes”
- Phase 1 project priorities and goals

Meeting 3
- Presentation of Phase 1 and Master Plan concepts and options sketches
- Initial Committee input and ranking of options

Meeting 4
- Presentation of refined Phase I concept plans
- Committee input
- Review budget vs costs alignment

Meeting 5
- Present final concept plans and cost estimates
- Committee input

Master Plan

This report focuses on the Phase 1 scope, budget and schedule due to the critical timing need to move the Phase 1 project ahead of other Master Plan activities. HMC and the site master plan committee recognize this is only the first element of the Master Plan and Bond program, and that further planning development of the other campus improvements, repairs, energy projects, and future vision for Carlmont HS will be the focus of the next stage of the master planning effort. We anticipate opportunities for inclusion of other community stakeholders, similar to the Back To School Night presentation, to ensure input from all interested and involved parties. HMC will work with the District to ensure appropriate distribution of planning information and graphics at key milestones. HMC anticipates the commencement of Master Plan meetings and activities in early September, shortly after the September 3rd 2014 Board Meeting.

PROPOSED PHASE 1 PROJECT

Overview

Through the collaboration of the Site Master Plan Committee, HMC and the District Leadership, the needs of the campus were identified, potential solutions and options were studied, and a vision for an improved, 21st century facility was conceptually documented.

Of critical importance was the discovery that the demographics of the feeder K-8 school district indicate a surge of students will arrive at CHS in the next few years, requiring more classrooms than existing facilities provide. Also, as voiced by the local parents and community, there is a strong desire to provide new facilities and site-scape improvements throughout the campus to meet the educational and operational vision set by these stakeholders.

Additionally, many in the community see much of the original 1950's buildings to be past their useful life or not adequate to provide a 21st century teaching environment. To provide these new facilities/classrooms will require demolition and rebuilding on the location of older existing buildings such as the west D and E classroom wings, as well as the demolition and rebuilding of six classrooms for proposed Library/Student Service building at the existing library. These improvements will subsequently require extensive and costly temporary housing and related utilities to allow the construction to occur.

With that in mind HMC and the Site Facilities Committee proposed a new 12 classroom 2 story wing as well as the relocation of two existing modular classrooms as the Phase 1 scope to allow future Master Plan replacement facilities to occur without temporary housing. Thus diverting future bond monies from this expensive, non-permanent cost and capturing them for permanent facility improvements. The Site Committee agreed that this was the best option to meet the upcoming student population increase and to avoid the costs and logistical difficulties associated with temporary portable classrooms required to support the future proposed master plan improvements.

Narrative

The proposed Phase 1 scope includes a new, state of the art, energy efficient 12 classroom 2 story wing to be placed at the existing parking lot near the existing T wing. The program includes six standard classrooms, six labs of various types, one flex/collaboration space, student and staff restrooms on both floors, elec/data equipment rooms, elevator, connecting bridge to U wing, and circulation. Associated with this new construction will be the removal of the two existing 'B' portables (beyond service-life) and the relocation of the two 'S' portable classrooms onto the now available pad and utilities at the 'B' portables location. Note: The Master Plan vision for the campus ultimately prescribes the permanent removal of the two 'S' portables, thus providing a net gain of 10 classrooms to the Carlmont campus after the new 2 story wing is constructed.

The proposed location for the new building allows the T wing to remain in place as is for the next few years, which is critical to providing classroom capacity required to meet the imminent student surge coming from the feeder K-8, and subsequently allows for a future, adjacent courtyard/outdoor classroom in the space remaining after the T wing is demolished.

To meet the Bond language and expedite the provision for an ADA accessible ramp to the baseball fields, a new ADA ramp improvement is included in the Phase 1 scope. Also, due to two existing storm drain pipes located in the footprint of the new building, a new 48" diameter storm drain pipe will be installed behind U wing and will run under the existing north driveway and re-connect to the existing main pipe, re-routing the storm water without loss of capacity or need of lift stations.

Finally, while the full build-out courtyard near the new 2 story building is not included in the current Phase 1 scope or cost estimate, it is important to note that it has been master planned during the development of the new 2 story building in an integrated manner. The courtyard is briefly discussed here for a better understanding of the ultimate quality of the educational environment and student experience HMC is designing for the Carlmont HS community. Its scope will include amenities such as shade structures, an outdoor classroom, picnic tables/seating, and a bosque of shade trees and these features will create a dynamic, pleasing plaza that will allow staff to more easily monitor students (currently the T wing blocks views from the lower campus), provide hang-out areas, and create a sense of space.

All of these elements were based upon the challenges observed and design directives given to HMC by the site committee and other stakeholders during our site walks and planning meetings.

Phase 1 Site Building Program

The proposed Phase 1 Building includes the following spaces:

First Floor	No.	SF	Net Totals	Gross Totals	**9,782**	
Classrooms	6	960	5,760	6,106		
Flexible Space	1	1,000	1,000	1,060		Student / Teacher collaboration spaces
Restrooms	2	300	600	636		Students restrooms
Electrical / Data Room	1	200	200	212		
Fire Riser	1	50	50	53		
Elevator Room	1	80	80	85		
Circulation @ 20%			1,538	1,630		
Second Floor					**9,413**	
Laboratories	6	1,200	7,200	7,632		Includes shared prep areas between Labs
Classrooms	0	960	0	0		
Restrooms	2	100	200	212		Teacher's restrooms
Circulation @ 20%			1,480	1,569		
Total (Grossing @ 6%)			**18,108**		**19,194**	

Drawings

The following drawings are provided to further clarify the scope of work:

- Demolition Site Plan
- Site Plan
- Enlarged Site Plan

BUDGET

Preliminary Cost Estimate

Per the Superintendent's request the delivery method for the Phase 1 scope will be Lease Leaseback. Note: The costs include a 20% design contingency as the estimate is based only on the Concept Site Plan graphic and general information from the architects regarding assumed limits of work, utilities and the anticipated year for midpoint of construction.

Project element		Estimated Cost	
Subtotal Phase 1 Construction Cost		$8,084,695	
General Conditions	9%	$727,623	
Contractor's Fee	6%	$528,739	
Design Contingency	20%	$1,868,211	
Escalation to Midpoint of Construction Winter 2016	4.5%	$504,417	
Total Phase 1 Construction Cost			$11,713,685
Construction Contingency	7%		$819,958
Design Fee	10%		$1,253,364
Additional Soft Costs	14%		$1,654,441
Total Phase 1 Project Cost w/Lease-Leaseback Delivery			**$15,441,448**

SCHEDULE

Proposed Project Schedule

The following is a proposed milestone schedule for the Phase 1 project:

Task Name	Start	Finish
Carlmont HS Project Schedule	**9/24/14**	**8/16/16**
Programing		10/13/14
Schematic Design - Inc 1 Site & Inc 2 Bldg		11/25/14
Increment 1 - Site		
50% Construction Docs - Inc 1 Site		12/23/15
100% Construction Docs - Inc 1 Site		1/27/15
DSA Review & Approval - Inc 1 Site (3 mos)		4/21/15
School Board Approval to Bid Inc 1		5/11/15
Bidding/Negotiations – Inc 1 Site		6/17/15
Construction – Inc 1 Site		10/1/15
Increment 2 - Building		
Design Development - Inc 2 Building		1/21/15
Construction Docs - Inc 2 Building		3/12/15
DSA Review & Approval - Inc 2 Building (6 mos)		9/10/15
School Board Approval to Bid Inc 2		9/11/15
Bidding/Negotiations – Inc 2 Building		10/21/15
Construction – Inc 2 Building		7/20/16
Move In		8/16/16

HMC Architects

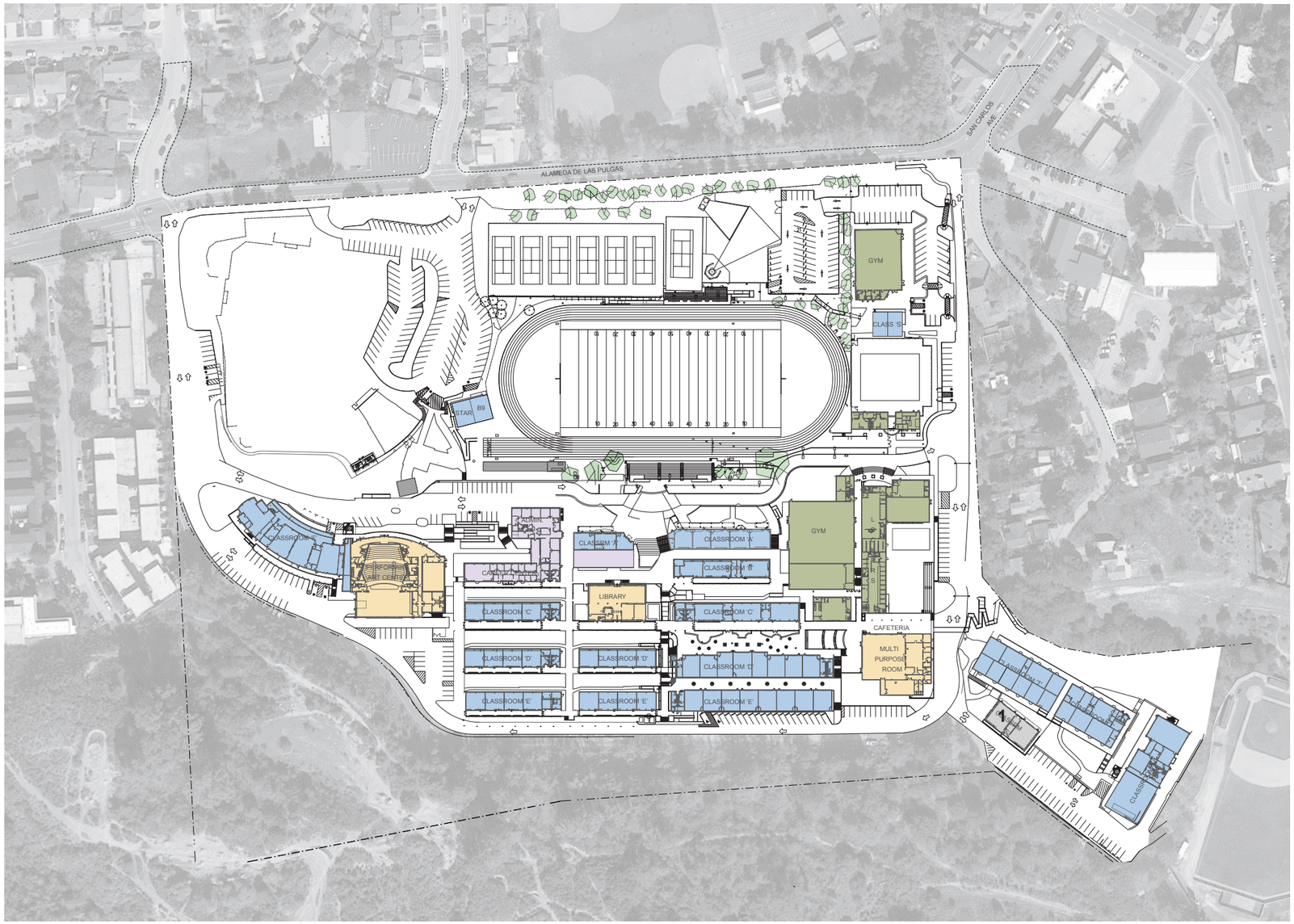
SEQUOIA UNION HIGH SCHOOL
DISTRICT FACILITIES MASTER PLAN

CARLMONT HIGH SCHOOL

DEMOLITION SITE PLAN

Scale

0' 25' 50' 100' 200'



1 MOVE RELOCATABLES TO REPLACE STAR/B9 CLASSROOMS

LEGEND

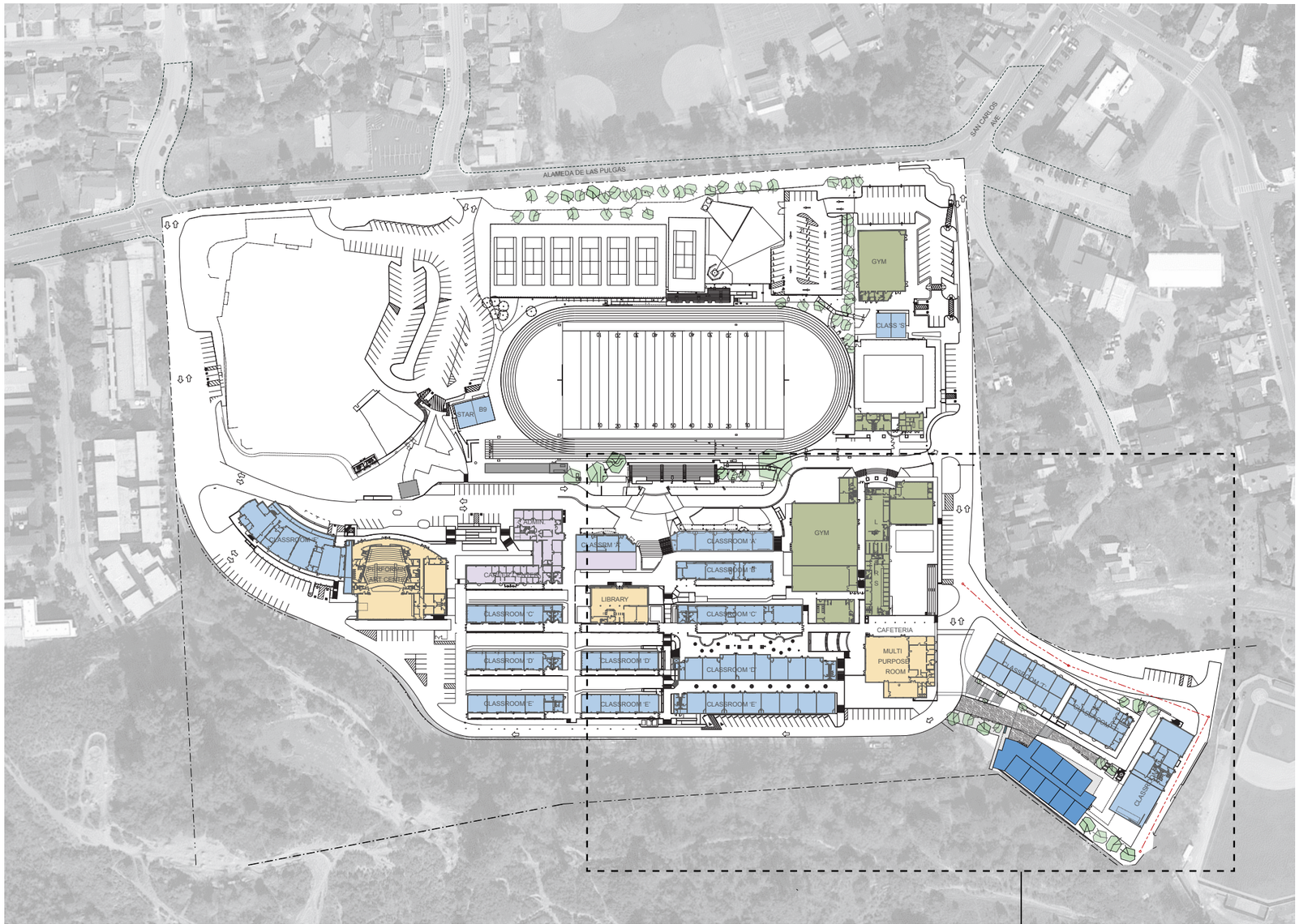
- NEW CLASSROOM / EXISTING
- ADMINISTRATION
- MULTI-PURPOSE LIBRARY THEATER
- ATHLETICS
- SHADE STRUCTURE
- TO BE REMOVED
- COVERED WALKWAYS
- ## CLASSROOM #
- T RESTROOM
- O OFFICE
- FS FOOD SERVICE
- EVA EMERGENCY VEHICLE ACCESS
- RAMP DIRECTIONAL ARROW

HMC Architects

SEQUOIA UNION HIGH SCHOOL
DISTRICT FACILITIES MASTER PLAN

CARLMONT HIGH SCHOOL

SITE PLAN



REFERENCE ENLARGED PLAN

Scale

0' 25' 50' 100' 200'

LEGEND

- NEW CLASSROOM / EXISTING CLASSROOM
- ADMINISTRATION
- MULTI-PURPOSE LIBRARY THEATER
- ATHLETICS
- SHADE STRUCTURE
- TO BE REMOVED
- COVERED WALKWAYS
- ## CLASSROOM #
- T RESTROOM
- O OFFICE
- FS FOOD SERVICE
- EVA EMERGENCY VEHICLE ACCESS
- RAMP DIRECTIONAL ARROW

1 RELOCATED STORM DRAIN

2 EMERGENCY VEHICLE ACCESS

3 LANDSCAPING/STUDENT PLAZA

4 PROPOSED 12 CLASSROOM BUILDING

5 BRIDGE CONNECTING 'U' CLASSROOMS & PROPOSED

HMC Architects

SEQUOIA UNION HIGH SCHOOL DISTRICT FACILITIES MASTER PLAN

CARLMONT HIGH SCHOOL

ENLARGED SITE PLAN

Scale

0' 25' 50' 100'

LEGEND

NEW
CLASSROOM
EXISTING

ADMINISTRATION

MULTI-PURPOSE
LIBRARY THEATER

ATHLETICS

SHADE STRUCTURE

TO BE REMOVED

COVERED WALKWAYS

CLASSROOM

T RESTROOM

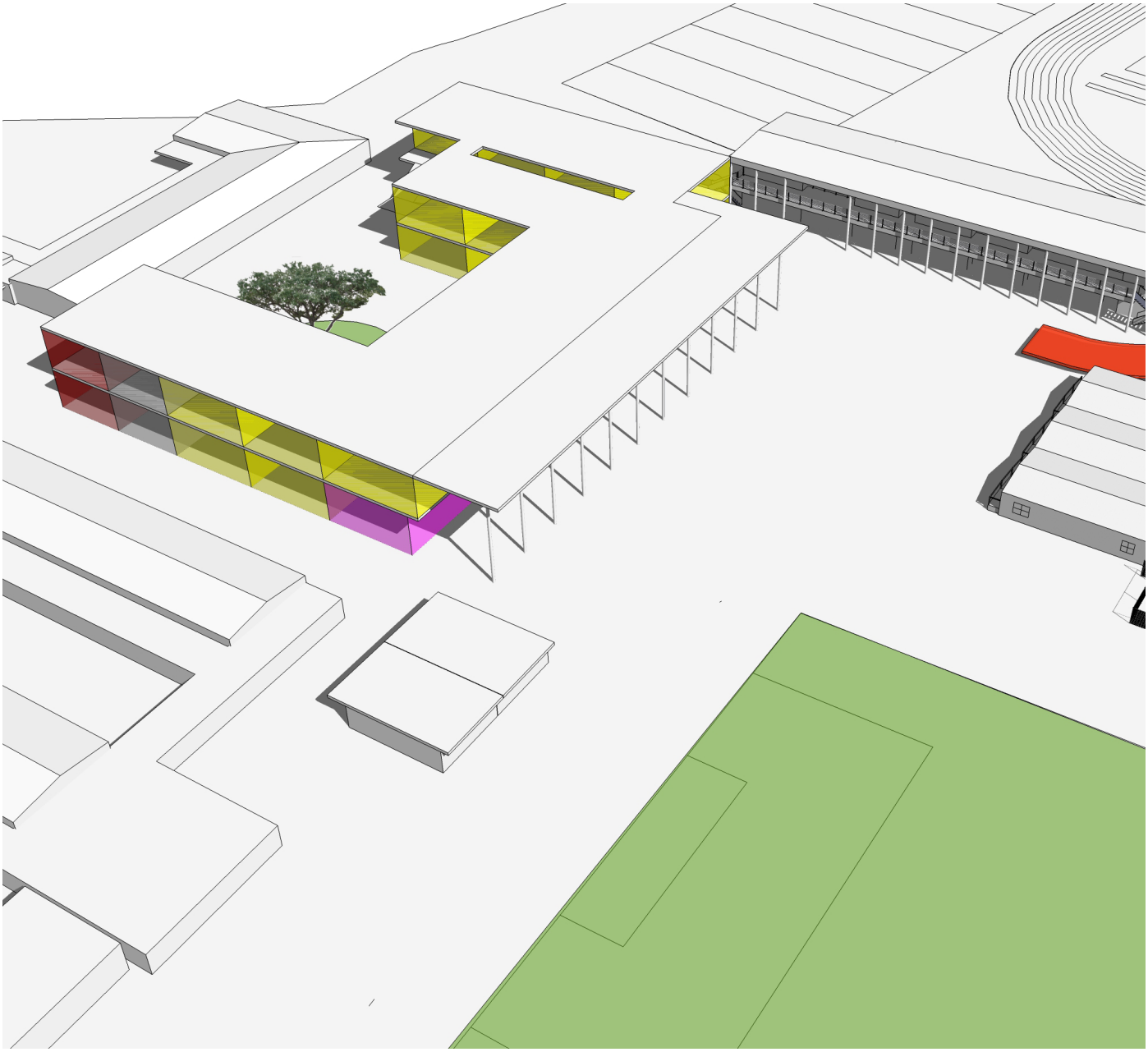
O OFFICE

FS FOOD SERVICE

EVA EMERGENCY VEHICLE ACCESS

RAMP DIRECTIONAL ARROW

LPA



MENLO-ATHERTON HIGH SCHOOL
PHASE 1 SCOPE OF WORK REPORT

Prepared for: Sequoia Union High School District

Prepared by: Katia McClain, Senior Project Director, LPA

September 29, 2014

PLANNING PROCESS

LPA commenced the Menlo Atherton High School Phase One planning process in June of 2014. This planning process accelerated the first classroom building at the campus due to the projected growth in student enrollment over the next several years. The scope of work included site analysis/test fit to identify an appropriate building pad location, programming, building massing study, code research, fire access, project schedule analysis and cost estimating in order to provide the materials to receive approval from the District to move ahead with construction documents. LPA formed a committee of District, school site leadership, teachers, parents and students to analyze the various potential options and develop formal recommendations regarding the proposed Phase One project parameters. Our team will work with this same committee to develop the Long Range Facilities Master Plan proposal for the remaining bond projects at the Menlo Atherton High School campus beginning in September 2014 to be complete and presented to the Board of Education in February 2015.

Meeting #1

Site Committee Meeting 1 **June 18, 2014**

Present:

Walter Traub, SUHSD
Matthew Zito, M-A
Elizabeth Katz, M-A
Brien Oliver, M-A
Lindsay Hayward, LPA
Enrique Navas, SUHSD
Laura Duran, M-A
Christopher Tinsely, M-A
Jim Kisel, LPA

Meeting Purpose: The purpose of this meeting was to introduce LPA team; review master planning process approach; review long range mater plan overarching parameters (review of proposed bond language projects); define decision making process for the committee; and • future committee meeting dates/schedule.

Meeting #2

Steering Committee Meeting: **July 31, 2014**

Present:

Jim Lianides, SUHSD
Louise Pacheco, SUHSD
Simone Kennel, M-A
Jim Kisel, LPA
Enrique Navas, SUHSD
Matthew Zito, M-A
Kristie Moolenaar, Spencer Associates
Katia McClain, LPA

Meeting Purpose: The purpose of this meeting was to confirm the scope of the Phase one project including 21 classrooms (net gain of 10 classrooms) and discuss preliminary site plan options to present to the site committee.

Meeting #3

Site Committee Meeting 2: **August 22, 2014**

Present:

Matthew Zito, M-A
Laura Duran, M-A
Jim Kisel, LPA
Katia McClain, LPA
Simone Kennel, M-A
Christopher Tinsley, M-A
Wendy Rogers, LPA

Meeting Purpose: This meeting was the second meeting with the Site Committee and overall, the third meeting with the Campus. The purpose of this meeting was to discuss preliminary site plan options for the Phase One project.

Meeting #4

Site Committee Meeting 3: **August 22, 2014**

Present:

Robert Fishtrom, SUHSD
Laura Duran, M-A
Elizabeth Katz, M-A
Wendy Rogers, LPA
Matthew Zito, M-A
Patrick Maier M-A
Jim Kisel, LPA
Katia McClain, LPA

Meeting Purpose: The purpose of this meeting was to discuss preferred option with refinement and review the preliminary budget.

Board of Education Information Session **Sept.3, 2014**

Back to School Night **Sept.4, 2014**

Future Meetings:

Meeting #5

Site Committee Meeting 6: **Week of Sept.15, 2014**

Meeting Purpose: The purpose of this meeting is to discuss preliminary floor plans and site design; preliminary classroom design. The meeting will also set stainability goals and discuss educational vision.

Meeting #6

Site Committee Meeting 7: **Week of Sept.29 2014**

Meeting Purpose: The purpose of this meeting is to discuss refined floor plans, site design and building design. The interior design development will also be discussed.

Meeting #7

Site Committee Meeting 8: **Week of Oct.13 2014**

Meeting Purpose: The purpose of this meeting is to review and discuss the final schematic design of phase one.

Cost Estimate: **Week of Oct.20 2014**

PROPOSED PHASE I PROJECT

Scope of Work:

Exhibit 1: Phase 1 Project Narrative

Exhibit 2: Educational Program Specification

Exhibit 3: Phase 1 Preliminary Design

BUDGET

Preliminary Phase 1 Project Cost Estimate:

Project Summary

			Cost/SF	Cost	Cost	Cost	Cost
Phase 1							
Site Preparation							
Remove							
Building G	11,550	SF	11.00	$127,050			
Disconnect Utilities	1	LS	5,500.00	5,500			
Landscape and hardscape	88,370	SF	1.65	145,811			
Trees - allow	1	LS	16,500.00	16,500			
Protect existing utilities	5,900	SF	2.20	12,980			
Reroute major utilities - allow	1	LS	110,000.00	110,000			
Site Development							
Vehicular (Fire) AC Paving	15,483	SF	6.60	102,188			
Re-grade NW corner of site	3,600	SF	5.50	19,800			
Promenade/Canopy Concrete Paving	15,700	SF	11.00	172,700			
Courtyard	13,500	SF	48.40	653,400			
Lighting	13,500	SF	2.75	37,125			
Storm Drains	13,500	SF	3.85	51,975			
Repair utility connection paving	23,100	SF	5.50	127,050			
Decorative Lighting	1	LS	110,000.00	110,000			
Path of travel to ADA Parking - allow	1	LS	11,000.00	11,000			
Upgrade ADA Parking	1	LS	5,500.00	5,500			
Utilities							
Sanitary sewer connection	1	LS	55,000.00	55,000			
Storm water compliance	1	LS	82,500.00	82,500			
Domestic, Fire & Irrigation Water	1	LS	55,000.00	55,000			
Electrical	1	LS	165,000.00	165,000			
Building	37,730	SF	304.00	11,469,920			
East Side Canopy	6,000	SF	132.75	796,500			
Column free lunch shelter	1	LS	168,180.00	168,180			
Building Pad	34,950	SF	5.50	192,225			
Subtotal Phase 1					$14,692,903		
General Conditions				9.00%	1,322,361		
Contractor's Fee				6.00%	960,916		
Design Contingency				20.00%	3,395,236		
Escalation to Midpoint of Construction January 2016				4.50%	916,714		
Total Phase 1 Construction Cost w/Lease-Leaseback Delivery August 2016						$21,288,130	
Construction Contingency				7.00%		1,490,169	
Design Fee				10.00%		2,277,830	
Construction/Project Management				0.00%		0	
Additional Soft Costs				12.00%		3,006,736	
Total Phase 1 Project Cost w/Lease-Leaseback Delivery August 2016							$28,062,865

SCHEDULE

Proposed Project Schedule

The following is a proposed milestone schedule for the Phase 1 Project:

- **Approval to Proceed into Design** — **September 22, 2014**
- **Design Starts** — **September 23, 2014**
- **Increment 1 – Site Utilities**
  DSA Submittal — **January 2015**
- **Increment 2 – Building**
  DSA Submittal — **March 2015**
- **DSA Review and Approval (6 months – Est.)** — **September 2015**
- **LLB Final Contract Negotiations** — **October 2015**
- **Construction**
  (14 months - Est. for Building Only and Assuming LLB Contract) — **December 2016**

LPA

Exhibit 1: Phase 1 Project Narrative

LPA

60 South Market Street, Suite 150, San Jose, California 95113

p. 408.780.7200 f. 408. 780.7201
w. lpainc.com e. lpa@lpainc.com

August 28, 2014

MENLO-ATHERTON HS
SEQUOIA UNION HIGH SCHOOL DISTRICT
LPA PROJECT NO. 14130.30

PHASE 1 PROJECT NARRATIVE

Scope-of-Work

Proposed Classroom Building

The proposed Phase One Classroom Building at Menlo Atherton High School has been planned to address the projected increase in student enrollment at the campus. The new building is to be located at the site of the current Building 'G'. In the view of the School Site Committee this is the location on campus best able to accommodate a new 2-story structure.

The (11) eleven existing modular classrooms of Building 'G' will be demolished and replaced with a new (21) twenty-one classroom 2-story building, for a net increase of (10) ten teaching stations. Additional facilities proposed as part of the program include staff workroom/collaboration spaces, student/staff toilets, a food service serving kitchen/serving windows and lunch shelter/student dining. These elements are currently deficient on campus and were also highlighted as part of the District's Facilities Task Force Needs Assessment report.

The overall building organization has been planned in response to these program parameters, constraints of the proposed site and to facilitate future building pads for potential Long Range Master Plan program additions. In order to minimize project construction costs the proposed Phase One building structure meets all required setbacks and side yards from adjacent facilities in addition to not encroaching on an existing utility backbone which runs from the stadium toward the front of the school. Classrooms have been laid out to surround a central outdoor quad and are connected to the adjacent hard courts by a lunch shelter which spans the lower level of the building. It was a primary goal of the School Site Committee to link the courtyard with the hard courts to facilitate movement of students and common utilization of these facilities at lunch time.

Aesthetically the building will be designed in response to the character of the existing Menlo Atherton High School campus. Existing colors and materials present will be utilized to tie the various existing and proposed new structures together. The adjacent Building 'I' also offers opportunities to unite the aesthetics. Elements such as the new lunch shelter can be designed to respond to the 2-story walkway column rhythm on Building 'I' in order to create a holistic appearance to the complex when viewed from the adjacent hard courts and aquatic complex.

As the Phase One classroom building moves into the next design and construction document phases LPA will be utilizing the Sequoia Union High School District's Technical Standards and Educational Specifications Classroom Rubric/Criteria to guide the development of the project. These documents together with the integration of sustainable design criteria will form the basis for the design/functional layout of the classrooms and systems/finishes/materials specified in the building to both bring standardization between the various high school projects and assist in the ease of future maintenance.

Exhibit 2: Phase 1 Educational Program Specification

Educational Program Specification

Depart:	Space:	Type:	Area:	Number:	Total Area:	Department by Type		
						SC/NS	ANC	SP
						Scheduled	Ancillary	Support
						Non-Scheduled		

Base Program - Academic Core

Academic Core

Teaching Stations

1	Standard Classroom	SC	960	21	20,160			
2	Student Collaboration	ANC	960	1	960			
3	Student Toilets	SP	800	2	1,600			
						20,160	960	1,600
						21,120		

PLC - Collaborative Teaming Area

3	Staff Collaboration	ANC	480	2	960			
4	Staff Toilets	ANC	65	4	260			
5	Storage	ANC	100	2	200			
						0	1,420	0
						1,420		

	20,160	2,380	1,600
Sub-Total Academic Core Net SF:			**24,140**
Circulation/Support @ 25% (x 1.33):			8,046
Total Academic Core Gross SF:			**32,186**

Base Program - Support Facilities

Nutrition Services

Food Service/Student Dining

6	Food Preparation	SP	600	1	600			
7	Dry Storage	SP	100	1	100			
8	Serving Windows	SP	30	6	180			
9	Toilet	SP	65	1	65			
10	Receiving	SP	50	1	50			
11	Lunch Shelter	SP	4,000	1	4,000	(250 Students)		
						0	0	4,995
						0		

	0	0	4,995
Sub-Total Nutrition Services Net SF:			**4,995**
Circulation/Support @ 10% (x 1.11):			549
Total Nutrition Services Gross SF:			**5,544**

	20,160	2,380	6,595
Sub-Total Base Program Net SF:			**29,135**
Total Circulation/Support:			8,595
Total Base Program Gross SF:			**37,730**

Promenade

9	Student Gathering/Circulation	SP	6,000	1	6,000			
						0	0	6,000
						0		

Square Footage Summary

	20,160	2,380	12,595
Grand Sub-Total Base Program Net SF:			**35,135**
Total Circulation/Support:			8,595
Grand Total Base Program Gross SF:			**43,730**

LPA

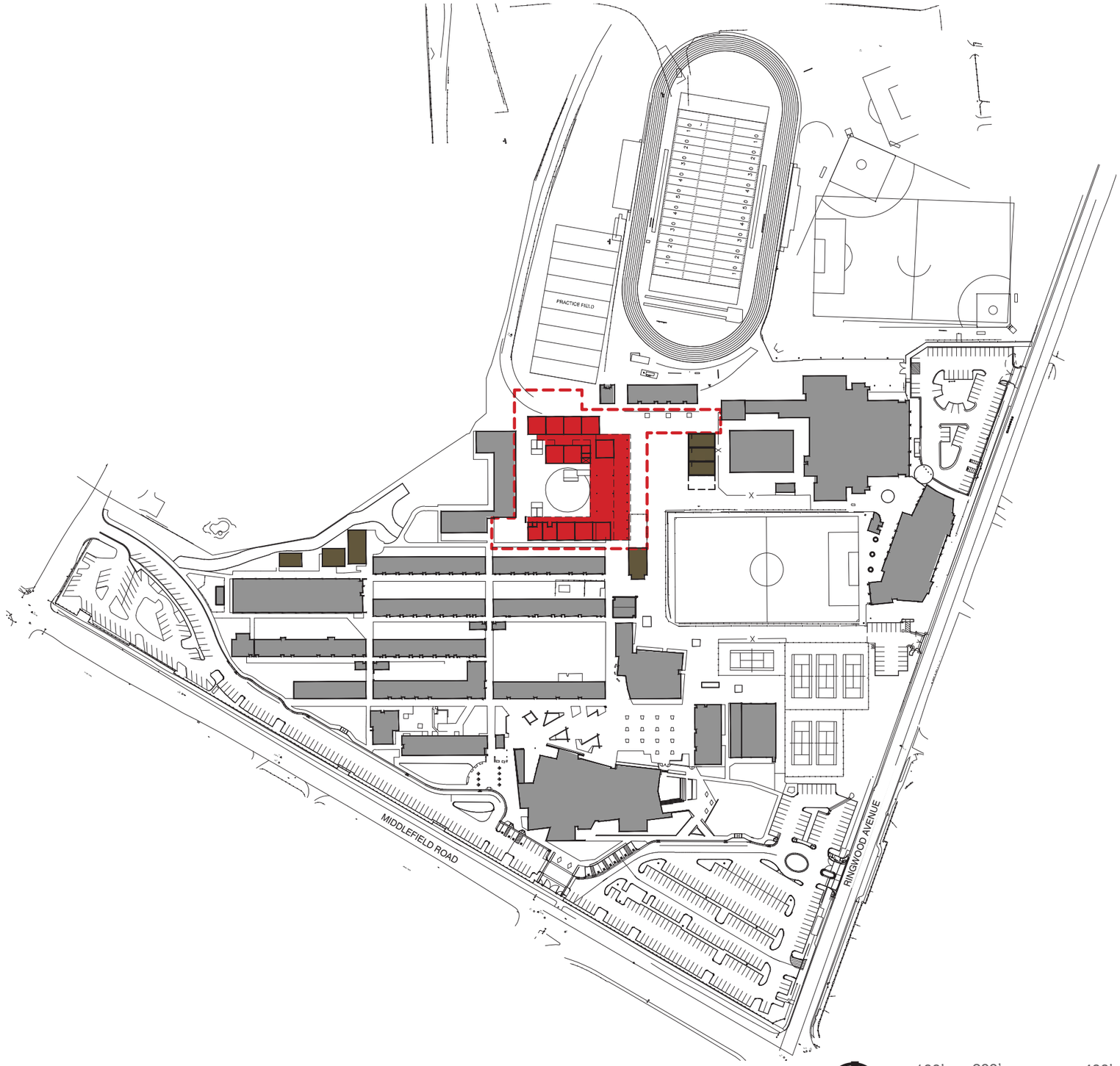
Exhibit 3: Phase 1 Preliminary Design

SEQUOIA UNION HIGH SCHOOL DISTRICT

MENLO-ATHERTON HIGH SCHOOL

PHASE 1 PROJECT

CAMPUS SITE PLAN



100’ 200’ 400’

1/2” 1” 2”

1” = 200’

LEGEND

- New construction
- Existing Building
- Existing Modular Building
- Scope of Work

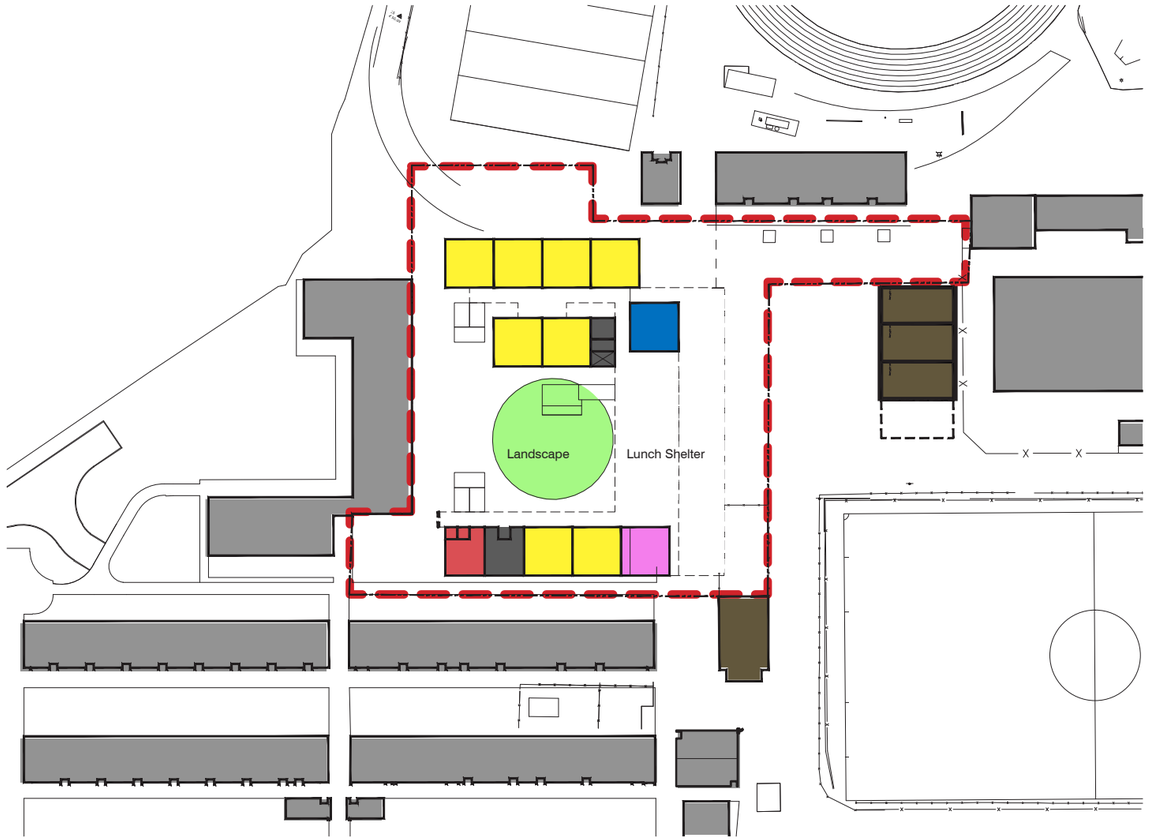
LPA

SEQUOIA UNION HIGH SCHOOL DISTRICT

MENLO-ATHERTON HIGH SCHOOL

PHASE 1 PROJECT

ENLARGED SITE PLAN



LEGEND

- Academic Classroom
- Nutrition Services
- Faculty Support
- Student Collaboration
- Support
- Existing Building
- Existing Modular Building
- Scope of Work

50’ 100’ 200’

1/2” 1” 2”

1” = 100’

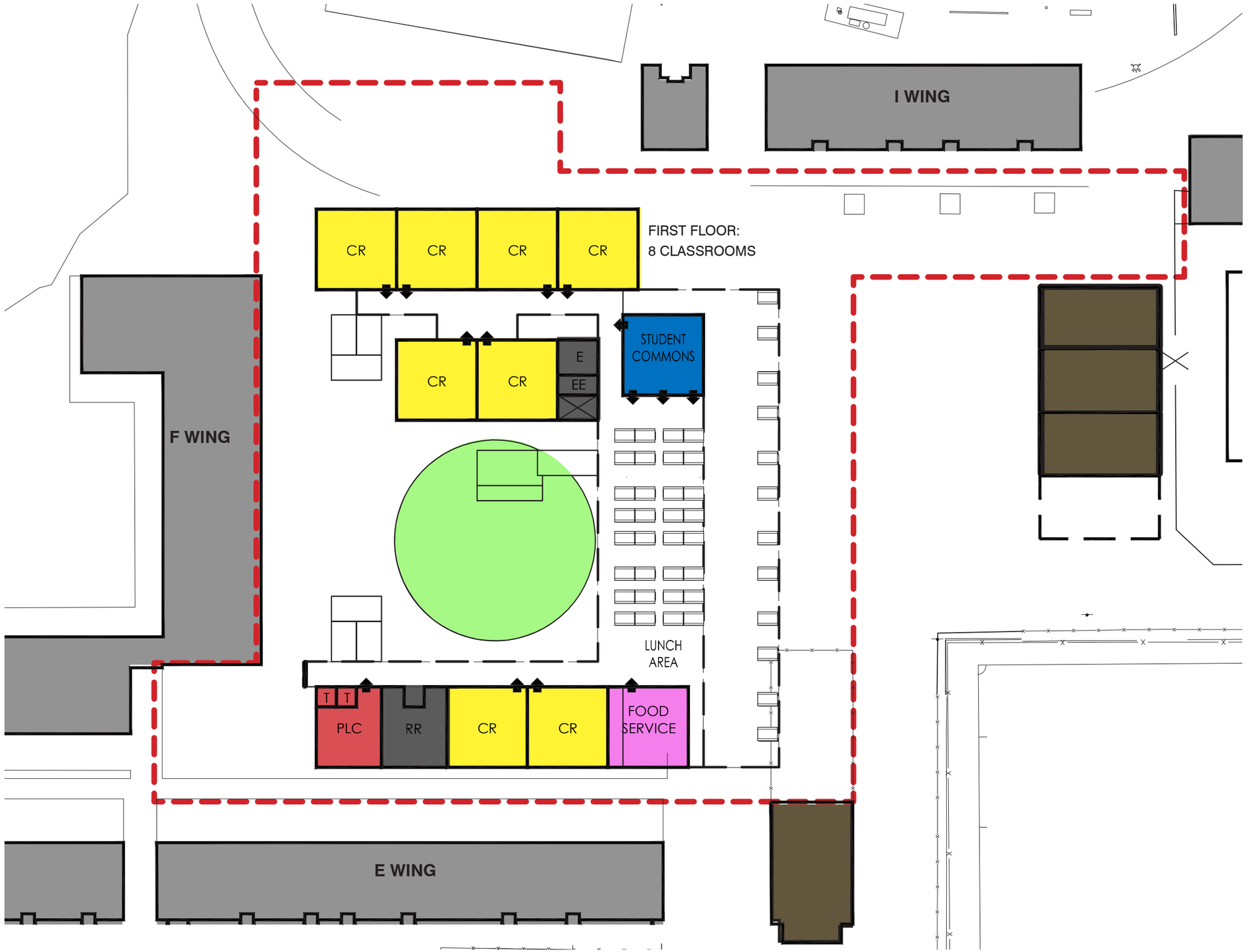
LPA

SEQUOIA UNION HIGH SCHOOL DISTRICT

MENLO-ATHERTON HIGH SCHOOL

PHASE 1 PROJECT

FIRST FLOOR PLAN



20’ 40’ 80’

1/2” 1” 2”

1” = 40’

LEGEND

- Academic Classroom
- Nutrition Services
- Faculty Support
- Student Collaboration
- Support
- Existing Building
- Existing Modular Building
- Scope of Work

CR	Classroom
PLC	Professional Learning Communities
RR	Restroom
T	Toilet
E	Electrical Room
EE	Elevator Equiptment Room
D	Data Room
JAN	Janitor Closet

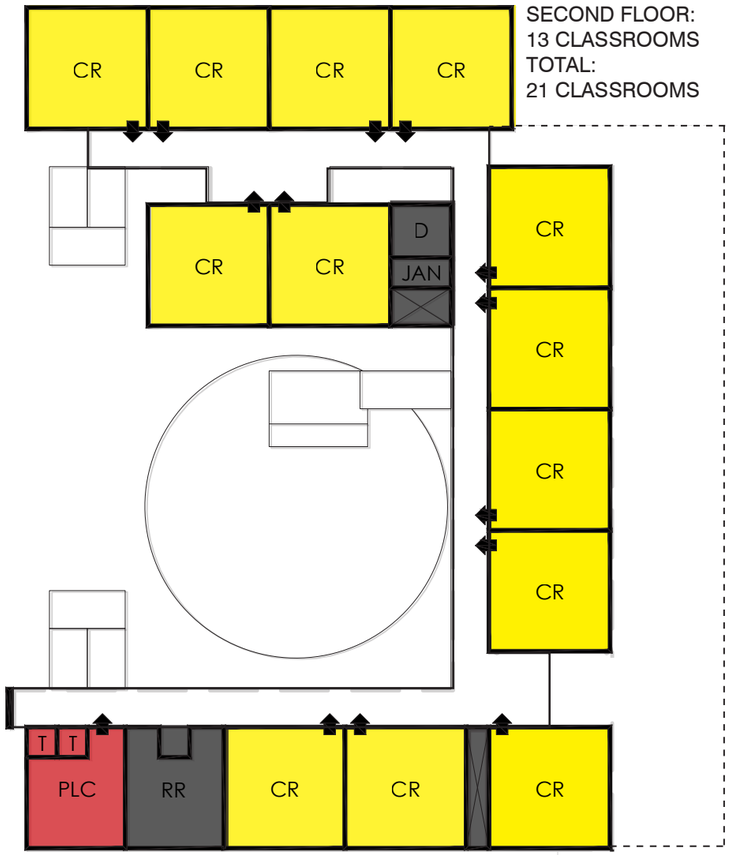
LPA

SEQUOIA UNION HIGH SCHOOL DISTRICT

MENLO-ATHERTON HIGH SCHOOL

PHASE 1 PROJECT

SECOND FLOOR PLAN



20’ 40’ 80’

1/2” 1” 2”

1” = 40’

LEGEND

- Academic Classroom
- Nutrition Services
- Faculty Support
- Student Collaboration
- Support
- Existing Building
- Existing Modular Building
- Scope of Work

CR	Classroom
PLC	Professional Learning Communities
RR	Restroom
T	Toilet
E	Electrical Room
EE	Elevator Equiptment Room
D	Data Room
JAN	Janitor Closet

LPA

SEQUOIA HIGH SCHOOL

Phase 1 Scope of Work Report

Prepared for: Sequoia Union High School District

Prepared by: Quattrocchi Kwok Architects

Revised and Updated for Board Presentation October 1, 2014

PLANNING PROCESS

Stakeholders

The Site Master Plan Committee was formed with a group of willing and dedicated participants who were able to meet over the summer break. The process included open discussions of current problems and opportunities, possible solutions, and long term goals. But the particular focus was concentrated on how best to achieve the immediate Phase 1 requirements for accommodating growth. Those ideas and recommendations are summarized in this report. The participants are noted below.

Site Master Plan Committee

Sean Priest	Principal, SHS
Sophia Olliver	AP, SHS
Walter Haub	Facilities Director, SUHSD
Cherry Stephens	Plant Manager, SHS
Tiffany Burkle	Teacher, SHS
Danny Bliss	Teacher, SHS
Corey Uhalde	SUHSD
Robert Fishtrom	Director, SUSHD Technology
Jennifer Webb	Parent, Foundation board member
Steve Bowers	Spencer Associates
Usha Narayan	Spencer Associates
Jon Stong	QKA
Aaron Jobson	QKA
Avian Soupholphakdy	QKA

In addition to the Committee members, the rest of the SHS staff were polled for their preferences and desires, and the results were tabulated for Committee review by Sophia.

Meetings

The Site Master Plan Committee met four times over the summer and worked together to identify committee goals and campus needs, toured existing facilities, reviewed enrollment projections, and developed Phase 1 and Master Plan design concepts all within the context of implementing the Facilities Task Force Needs Assessment. Minutes of each meeting were prepared for distribution and review, and Agendas for each subsequent meeting were prepared to guide progress towards a Phase 1 Master Plan that best met the needs of all stakeholders.

Master Planning

This report focuses on the Phase 1 scope, budget, and schedule. This is only the first element of the Master Plan and Bond program, but it is the element that must be implemented for occupancy by the Fall of 2016 to accommodate anticipated enrollment growth. The Site Committee has reconvened to continue work on the subsequent Phases of the Master Plan.

To determine the requirements of Phase 1, the Committee first looked at general issues related to the types of classrooms and support spaces need on campus.

Types of Specialized Classrooms

The Committee concurs that the Health Careers Academy and the Electronic Arts Academy would be a good fit for the new classroom building(s). Each Academy needs four classrooms: two standard classrooms for English and Social Studies, a Science Classroom/Lab, and a program specific Large Classroom. For Health Careers Academy the Science Classroom would be a Bio-Technology ready Life Science Lab and the large Classroom would be used primarily for demonstration work with the full size "dummies." For Electronic Arts, the Science Classroom would be a Physics ready Science lab, also suitable as a maker space. But the "industry specific large classroom" is the existing Computer Lab which may stay in its existing location in the 200 wing. Some of these spaces are addressed in the Phase 1 project described below and the remainder will be addressed in the development of the Site Master Plan this fall.

In addition to the two Science Classrooms associated with the Academies, there is a need for at least one more General/Life Science Classroom. The remainder of classrooms would be general purpose, conforming to District standards, with at least some of the classrooms provided with operable acoustic partitions which would allow combined spaces large enough for testing and other larger group activities.

Types of Support Spaces

In addition to the classrooms discussed above, the Committee recommends the following spaces:

- Two student toilet rooms
- Two staff toilet rooms,
- Storage space connected to each classroom: Large storage rooms for Science and Health Academies demonstration room, and small spaces for standard classrooms, perhaps casework.
- Collaboration and meeting spaces. Number, size and amenities to be determined.
- Mechanical, Electrical, and Custodial space as required.

PROPOSED PHASE 1 PROJECT

Location and Configuration

After an evaluation of existing conditions and consideration of a number of alternatives, the consensus conclusion was that the new classroom buildings should be located where portables P1-P4 are currently located. This location has the potential of a good relation with the existing heart of campus, and is large enough to accommodate the Phase 1 project being considered while also leaving additional space for future classrooms should they be needed. To make room for construction and to continue to provide needed classrooms, P1-P4 will need to be relocated on campus for continued use. The committee studied alternate locations, including the existing bus yard, but concluded that the best location appears to be in the area of existing "Teen Talk" portable. This location is close enough to campus for safe use, allows the bus yard to be developed for more parking, and is outside of the probable ultimate Master Plan footprint for new construction. This initial concept will be further explored throughout the design phases of the project.

Phase 1 Classroom Composition

To accommodate growth through 2017, at least seven new classrooms are needed for occupancy by Fall of 2016, based on current enrollment projections. The Committee recommends providing 10 classrooms to provide a margin of safety and address other space issues on campus. This 10 classroom building would have two Science Classrooms, with the remaining classrooms generally paired so that a shared operable partition is possible. Phase 1 construction would also include all the support spaces that would be shared with the ultimate building, including the toilet rooms, designed to serve both Phases of construction.

Both two story and single story construction have been considered. Because a single story solution fits the site and provides significant cost savings and better connection for all classrooms to the exterior, the Committee favors that approach.

The Portable classrooms P1-P4 would be relocated in Phase 1 to a location where they could continue to serve as classrooms throughout all construction phases. At the end of construction a decision will be made whether they will continue to serve as SHS classrooms, be converted to serve another District program, or be removed entirely.

Phase 1 Site Work

The proposed location allows for a strong connection to the existing campus through two existing slots between buildings. The area between new and existing construction would be developed as an inviting and usable pedestrian courtyard, similar to the other well used outdoor gathering courts on campus. An emergency vehicle route would be maintained to link the south and west parking lots.

The Phase 1 scope of work will also include renovations and improvements to the parking lot on the south side of the campus adjacent to the District Office. This work will be coordinated with the District move out of maintenance and transportation facilities in this area. These improvements are intended to improve the flow of traffic for both parking and drop-off through the Sequoia High School parking lot and to increase

the number of parking spaces available for students and staff beyond the current total on campus. The preliminary design proposes modifying the driveway on James Street to be an entrance only drive with one-way circulation through the parking and drop-off areas and a right turn only exit onto Elwood street. The design of the parking lot improvements will be coordinated with the High School, District Office and local jurisdictions to create the maximum benefit to parking and traffic on campus and the adjacent neighborhood while working within the constraints of the existing conditions and the budget.

Phase 1 Building Program

The proposed Phase1 Building includes the following spaces:

Space	Number	sf each	totals
Standard Classrooms	8	960	7680
Science Classrooms	2	1,250	2,500
Science Stor/Prep	2	200	400
Meeting/Collaboration	2	200	400
Student Toilets	2	240	480
Staff Toilets	2	70	140
Mech/Elec/Custodian			400
Subtotal			12,000
Misc @ 5%			600
Total Enclosed/Conditioned Area			**12,600**

Attachments

The following drawings are provided to further clarify the scope of work:

- Overall Site Plan
- Demolition and Relocation Plan
- Detail Site Plan

BUDGET

Preliminary Cost Estimate

The estimated total Phase 1 project cost, based on a Lease-Leaseback project delivery and the various contingencies, escalation and soft costs noted below, is $11,547,000

Project element	Proposed budget
Relocate and Reinstall P1-P4	$160,000
Relocate Maintenance & Teen Talk	$126,500
Site Development; parking, lighting, paving	$1,068,500
10-classroom Building	$4,823,000
Subtotal	$6,178,000
General Conditions @ 9%	$556,030
Contractor's Fee @ 6%	$404,050
Design Contingency @ 20%	$1,427,650
Escalation to Midpoint Construction Jan 2016	$385,470
Total Construction Cost	**$8,951,200**
Construction Contingency @7%	$626,550
Design Fees @ 10%	$895,100
Additional Soft Costs @12%	$1,074,150
Total Project Costs	**$11,547,000**

SCHEDULE

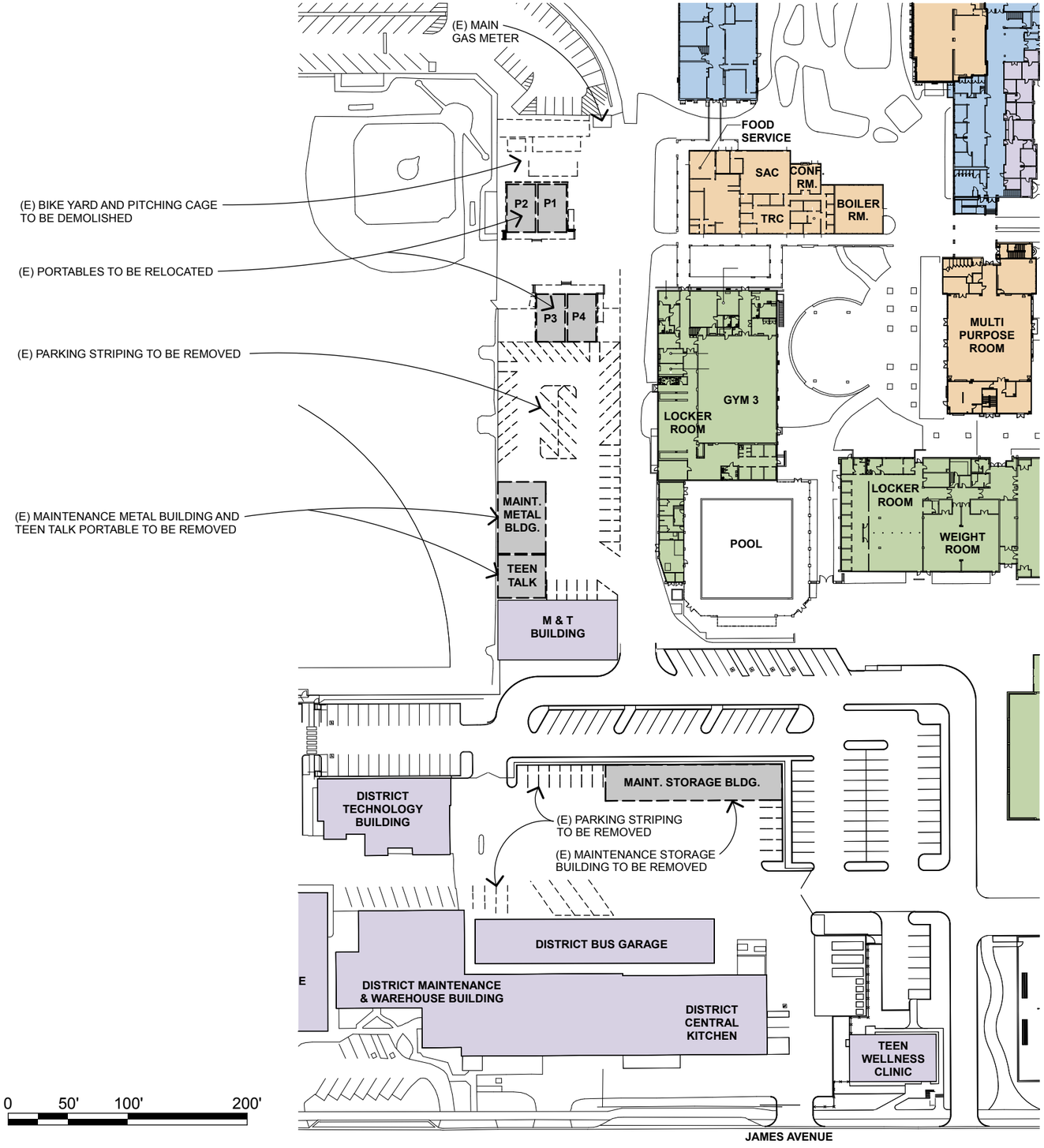
Proposed Project Schedule

The critical goal is to have the Phase 1 classrooms ready for occupancy at start of school, August 2016. Allowing a year for construction, there is hardly enough time left for programming, design, construction documentation, agency approvals and bidding. The District anticipates using a Lease-Leaseback construction Contract. This will enable a reduction in bidding time, and almost immediate start of construction once DSA approval is obtained. It may also be necessary to divide the project into Increments. The time needed for design and approval of a site improvement package is less than required for the buildings, allowing an earlier start to demolition and portable relocation and other aspects of site preparation.

If approved to proceed by the Board, the Design Architects for Phase 1 would continue with detailed programming and planning meetings and then produce design and construction documents as quickly as possible for DSA submittal.

The following is a proposed milestone schedule for the Phase 1 project:

Milestone	Completion Date
Programming and Conceptual Design	10/2/14
Schematic Design	11/6/14
Design Development	12/23/14
Construction Documents	3/3/15
DSA Approval Incr 1	5/30/15
DSA Approval Incr 2	8/3/15
Concurrent Negotiation/subcontract bidding	8/3/15
Construction	8/1/16
Move In	8/16/16



QUATTROCCHI KWOK ARCHITECTS

SEQUOIA UNION HIGH SCHOOL
DISTRICT FACILITIES MASTER PLAN

SEQUOIA HIGH SCHOOL

PHASE 1 ENLARGED DEMO SITE PLAN

DRAWNG SCALE: 1"=100'-0"

LEGEND

- NEW CLASSROOM / EXISTING
- ADMINISTRATION
- MULTI-PURPOSE LIBRARY THEATER
- ATHLETICS
- SHADE STRUCTURE
- TO BE REMOVED
- COVERED WALKWAYS
- ## CLASSROOM #
- T RESTROOM
- O OFFICE
- FS FOOD SERVICE
- EVA EMERGENCY VEHICLE ACCESS
- RAMP DIRECTIONAL ARROW

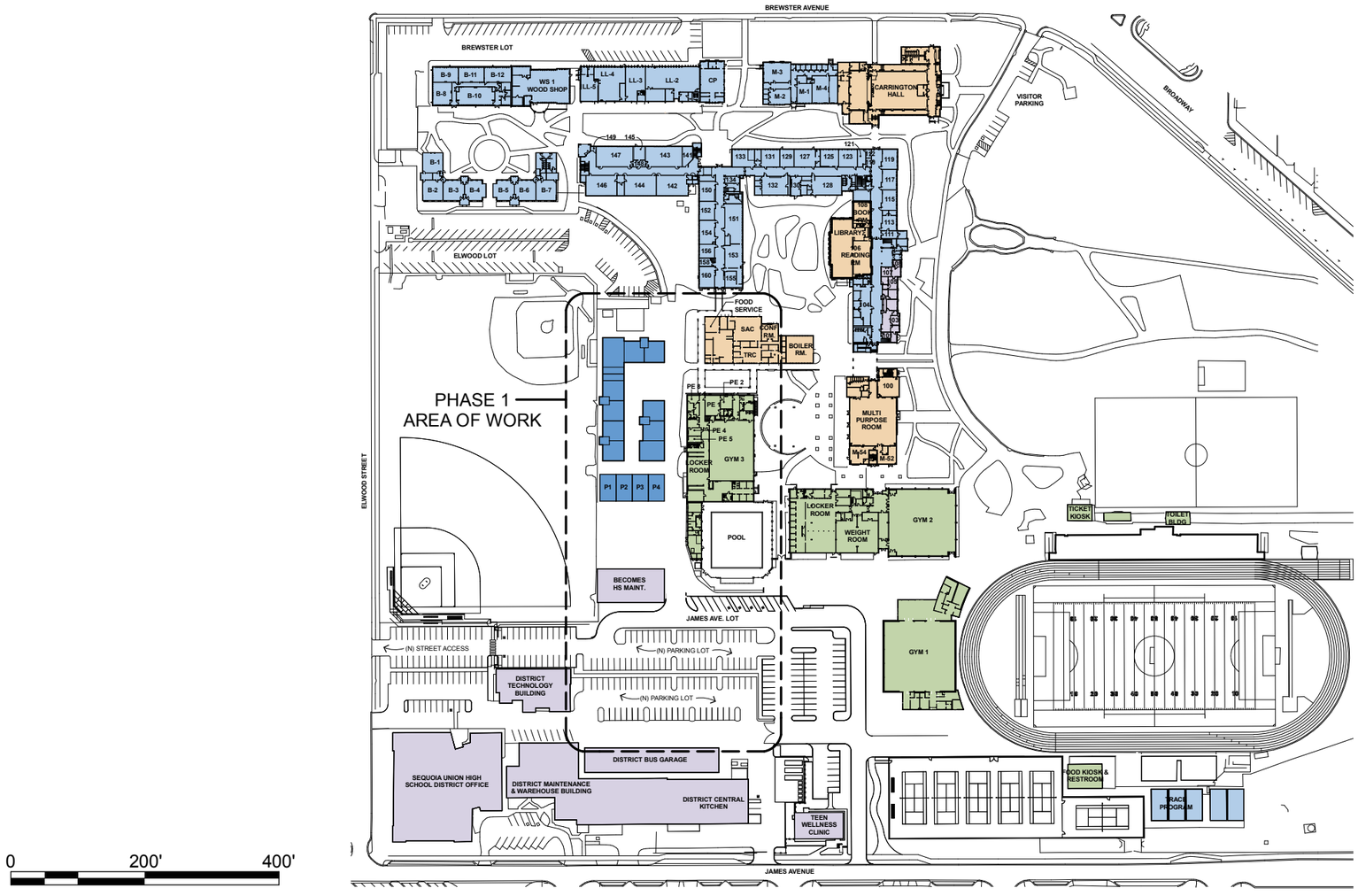
QUATTROCCHI KWOK ARCHITECTS

SEQUOIA UNION HIGH SCHOOL
DISTRICT FACILITIES MASTER PLAN

SEQUOIA HIGH SCHOOL

PHASE 1 OVERALL SITE PLAN

DRAWNG SCALE: 1"=200'-0"



LEGEND

- NEW CLASSROOM
- EXISTING ADMINISTRATION
- MULTI-PURPOSE LIBRARY THEATER
- ATHLETICS
- SHADE STRUCTURE
- TO BE REMOVED
- COVERED WALKWAYS
- ## CLASSROOM #
- T RESTROOM
- O OFFICE
- FS FOOD SERVICE
- EVA EMERGENCY VEHICLE ACCESS
- RAMP DIRECTIONAL ARROW

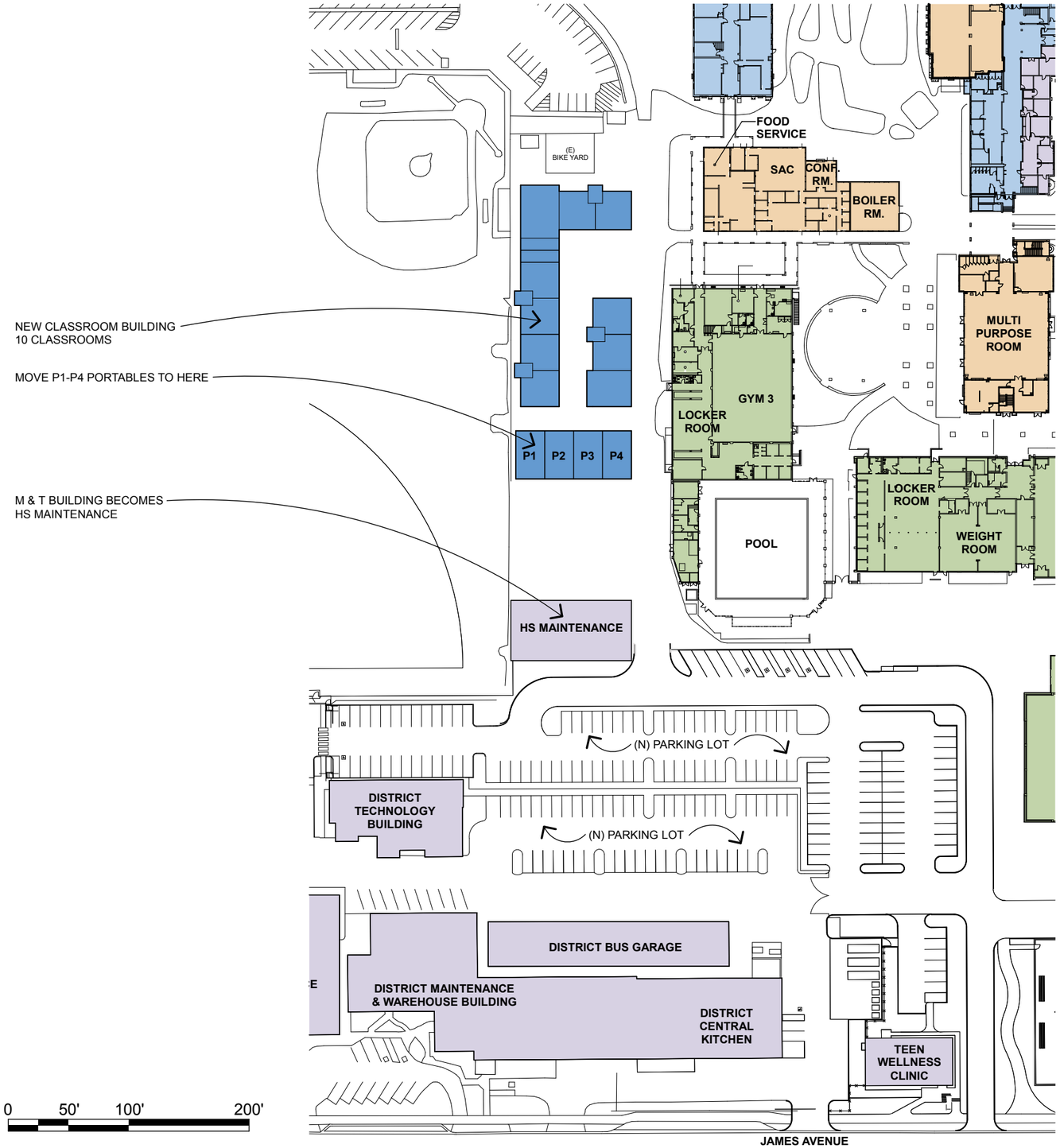
QUATTROCCHI KWOK ARCHITECTS

SEQUOIA UNION HIGH SCHOOL
DISTRICT FACILITIES MASTER PLAN

SEQUOIA HIGH SCHOOL

PHASE 1 ENLARGED SITE PLAN

DRAWNG SCALE: 1"=100'-0"



LEGEND

- NEW CLASSROOM
- EXISTING ADMINISTRATION
- MULTI-PURPOSE LIBRARY THEATER
- ATHLETICS
- SHADE STRUCTURE
- TO BE REMOVED
- COVERED WALKWAYS
- ## CLASSROOM #
- T RESTROOM
- O OFFICE
- FS FOOD SERVICE
- EVA EMERGENCY VEHICLE ACCESS
- RAMP DIRECTIONAL ARROW

HMC Architects

WOODSIDE HIGH SCHOOL

Phase 1 Scope of Work Report – R1

Prepared for: Sequoia Union High School District

Prepared by: HMC Architects

September 29, 2014

PLANNING PROCESS

Stakeholders

HMC wishes to thank all the participants of the Site Master Plan Committee for being so dedicated and available to meet over their summer. It has been an exciting and dynamic process and a successful endeavor of shared-governance. Many wonderful ideas and insightful suggestions were made, and these elements allowed HMC to develop Phase 1 concepts rapidly and efficiently. We at HMC look forward to continuing the process through the remaining steps of the Master Plan work as well as the design and construction of the Phase 1 project. The participants are as listed below:

Site Master Plan Committee

Diane Burbank	Principal WHS
Diane Mazzei	Vice Principal WHS
Jill Baumgartel	Teacher WHS
Aaron Campbell	Teacher WHS
Matt Sahagun	Teacher WHS
Dave Shannon	Teacher WHS
Colleen Tate	Parent
Joaquin Vega	Staff WHS
Jerome Clarke	Staff WHS
Walter Haub	Director of Facilities, SUHSD
Robert Fishtrom	Director of Instructional Tech, SUHSD
Lee Salin	HMC Architects
Arturo Levenfeld	HMC Architects
Dale Krahn	HMC Architects
Marry Morris	HMC Architects

Meetings

The Site Master Plan Committee met six times over the course of the summer and early fall, and engaged in activities such as identifying committee goals and campus/parent/student needs, touring existing facilities, reviewing enrollment projections, evaluating Phase 1 and Master Plan design concepts, and incorporating the overall vision for a 21st century educational environment. Within a few days of a meeting, minutes were issued and revisions allowed for. These minutes, including analyses and alternatives, were then reviewed at the following meeting to refresh the group on previous details and discussion items. Current meeting items were then reviewed and collaboratively discussed to further refine and develop the Phase 1 project as well as coordinate it with conceptual level options for the Master Plan.

The general content of the five meetings is as follows:

Meeting 1

- Introduction of the SMP Committee members
- Planning process orientation
- Master plan goals

Meeting 2
- Graphic recording of instructional Goals/Vision
- Site environmental and circulation analysis
- Group discussion of campus “Likes/Dislikes”
- Phase 1 project priorities and goals

Meeting 3
- Presentation of Phase 1 and Master Plan concepts and options sketches
- Initial Committee input and ranking of options

Meeting 4
- Presentation of refined Phase I concept plans
- Committee input
- Review budget vs costs alignment

Meeting 5
- Present final concept plans and cost estimates
- Committee input

Meeting 6
- Review classroom building and other cost component options in response to CEQA direction of net 10 classrooms
- Committee input

Master Plan

This report focuses on the Phase 1 scope, budget and schedule due to the critical timing need to move the Phase 1 project ahead of other Master Plan activities. HMC and the site master plan committee recognize this is only the first element of the Master Plan and Bond program, and that further planning development of the other campus improvements, repairs, energy projects, and future vision for Woodside HS will be the focus of the next stage of the master planning effort. We anticipate opportunities for inclusion of other community stakeholders, similar to the Back To School Night presentation, to ensure input from all interested and involved parties. HMC will work with the District to ensure appropriate distribution of planning information and graphics at key milestones. HMC anticipates the commencement of Master Plan meetings and activities in early September, shortly after the September 3rd 2014 Board Meeting.

PROPOSED PHASE 1 PROJECT

Overview

Through the collaboration of the Site Master Plan Committee, HMC and the District Leadership, the needs of the campus were identified, potential solutions and options were studied, and a vision for an improved, 21st century facility was conceptually documented.

Some of the key challenges the Woodside HS site has been coping with include an undersized pick-up and drop-off area off Alameda de Las Pulgas and an existing fire lane which bisects the campus between the G and H wings to the west of the gymnasium. In addition, the recent expansions to this area of the campus are not well connected to the campus and are isolated and difficult to supervise.

In analyzing the optimal location for the additional classroom spaces, the Site Facilities Planning Committee concluded that combining these in a new building would be more cost effective and educationally beneficial than breaking these into a series of smaller additions, which would impact the current classroom buildings and student circulation and gathering areas.

Considering all these factors, HMC and the Site Facilities Committee proposed a new 10 classroom two story building on the east side of the gymnasium and took the opportunity to master plan several of the other nearby site challenges by expanding the drop-off and pick-up area near Alameda de Las Pulgas, reorganizing the athletic areas, and rerouting the fire lane to be outside of the instructional building areas. This latter change would result in the need to remove three aging portable classrooms, and would create the opportunity for future classroom expansion of the school's enrollment when needed.

Narrative

The proposed Phase 1 scope includes a new, state of the art, energy efficient 10 classroom 2 story wing located on the east side of the gymnasium and north of the G wing. The program includes 6 standard classrooms, 4 labs of various types, a flex/collaboration room, student and staff restrooms, electrical/data equipment rooms, elevator, and circulation.

This location has the advantage of being a more organic expansion of the current campus and allows for a relatively simple separation from the campus during construction, as well as requiring no interim housing. The new building will also enable exterior learning spaces and a student plaza to be embraced between wings and the gymnasium, as well as be available for those near the athletic areas.

An additional benefit of the new location will be the master planning of a future expansion area on the other side of the gymnasium, to correspond to the Phase 1 building, and provide a more cohesive solution to the inevitable replacement of the modular science classrooms in the H wing to the west of the gymnasium. This future growth area would be inside the relocated perimeter fire access lane.

The sprawling maintenance areas are also planned to be consolidated using some of removed portable classrooms and placed near the current storage area on the north side of the future relocated fire access road. The maintenance room inside of Building G will be converted to larger collaborative classroom space. Therefore, the net gain of classrooms to the Campus from the Phase 1 project will be eight classrooms (the new 10 classroom building, less the three removed portable classrooms, plus the one converted classroom in Building G).

Also included in the Phase 1 scope and cost estimate, are several site improvements. These include a student plaza with amenities like shade structures, outdoor learning environments, picnic tables/seating, and a bosque of shade trees that will create a strong, pleasing plaza that will allow staff to monitor students more easily, provide hang-out areas, and create a sense of place. The drop-off and pick up area off of Alameda de Las Pulgas will be expanded to increase the dedicated area for this function and improve vehicular circulation and turning radius. Resulting from this safety improvement, the six tennis courts will need to be relocated and are proposed to be sited along the neighborhood fence on the opposite side of the field, enabling the pedestrian path to be moved to the other side of the courts, away from the neighbors. The softball fields will then need to be reconfigured to include two fields, one full size field and one smaller field. The loss of the third field can be made up by the addition of lighting to extend the hours available for practice and games on the other two fields.

All of these elements stemmed from the current site challenges and design aspirations given to HMC by the site committee and other stakeholders during our site walks and planning meetings.

Phase 1 Site Building Program

The proposed Phase 1 Building with 10 classrooms includes the following spaces:

	#	Unit Area	nsf	gsf		Comments
First Floor					**8,561**	
Classrooms	5	960	4,800	5,088		
Flexible Space	1	1,000	1,000	1,060		Student / Teacher collaboration spaces
Restrooms	2	300	600	636		Additional to support athletic fields
Electrical / Data Room	1	200	200	212		
Fire Riser	1	50	50	53		
Elevator Room	1	80	80	85		
Circulation @ 20%			1,346	1,427		
Second Floor					**7,581**	
Laboratories	4	1,200	4,800	5,088		Includes shared prep areas between Labs
Classrooms	1	960	960	1,018		
Restrooms	2	100	200	212		
Circulation @ 20%			1,192	1,264		
Total (Grossing @ 6%)			**15,228**		**16,142**	

Drawings

The following drawings are provided to further clarify the scope of work:

- Demolition Site Plan
- Site Plan
- Enlarged Site Plan

HMC Architects

BUDGET

Preliminary Cost Estimate

Per the District's request the delivery method for the Phase 1 scope will be Lease Leaseback. Note:The estimate includes a 20% contingency as it is only based on the Concept Site Plan and general information from the architects regarding assumed limits of work, utilities, and the anticipated timing for the midpoint of construction.

Project element		Estimated Cost
Subtotal 10 Classroom Building		$9,498,882
General Conditions	9.00%	854,899
Contractor's Fee	6.00%	621,227
Design Contingency	20.00%	2,195,002
Escalation to Midpoint of Construction January 2016	4.50%	592,650
Total 10 Classroom Building Construction Cost w/Lease-Leaseback Delivery		$13,762,661
Construction Contingency	7.00%	963,386
Design Fee	10.00%	1,472,605
Construction/Project Management	0.00%	0
Additional Soft Costs	12.00%	1,943,838
Total 10 Classroom Building Project Cost w/Lease-Leaseback Delivery		**$18,142,490**

SCHEDULE

Proposed Project Schedule

The following is a proposed milestone schedule for the Phase 1 project:

Task Name	Start	Finish
Woodside HS Project Schedule	**Mon 9/15/14**	**Wed 12/30/16**
Programing		10/13/14
Schematic Design - Inc 1 & 2 Site/Bldg		11/23/14
Increment 1 - Site		
Design Development - Inc 1 Site		1/13/15
Construction Docs - Inc 1 Site		3/17/15
DSA Review & Approval - Inc 1 Site (3 mos)		6/9/15
School Board Approval to Bid Inc 1 Site		6/10/15
Bidding/Negotiations – Inc 1 Site		7/24/15
Construction – Inc 1 Site		1/5/16
Increment 2 - Building		
Design Development - Inc 2 Building		2/17/15
Construction Docs - Inc 2 Building		5/19/15
DSA Review & Approval - Inc 2 Building (6 mos)		11/10/15
School Board Approval to Bid Project		11/11/15
Bidding/Negotiations – Inc 2		1/8/16
Construction – Inc 2 Building		12/15/16
Move In – Inc 2		12/30/16

HMC Architects

SEQUOIA UNION HIGH SCHOOL
DISTRICT FACILITIES MASTER PLAN

WOODSIDE HIGH SCHOOL

DEMOLITION SITE PLAN

Scale

0' 25' 50' 100' 200'

ATHLETIC FIELDS TO BE RECONFIGURED

1 RELOCATABLES TO BE REMOVED

LEGEND

- NEW CLASSROOM / EXISTING
- ADMINISTRATION
- MULTI-PURPOSE LIBRARY THEATER
- ATHLETICS
- SHADE STRUCTURE
- TO BE REMOVED
- COVERED WALKWAYS
- ## CLASSROOM #
- T RESTROOM
- O OFFICE
- FS FOOD SERVICE
- EVA EMERGENCY VEHICLE ACCESS
- RAMP DIRECTIONAL ARROW

HMC Architects

SEQUOIA UNION HIGH SCHOOL
DISTRICT FACILITIES MASTER PLAN

WOODSIDE HIGH SCHOOL

SITE PLAN

Scale

0' 25' 50' 100' 200'

LEGEND

- NEW CLASSROOM / EXISTING CLASSROOM
- ADMINISTRATION
- MULTI-PURPOSE LIBRARY THEATER
- ATHLETICS
- SHADE STRUCTURE
- TO BE REMOVED
- COVERED WALKWAYS
- ## CLASSROOM #
- T RESTROOM
- O OFFICE
- FS FOOD SERVICE
- EVA EMERGENCY VEHICLE ACCESS
- RAMP DIRECTIONAL ARROW

HMC Architects

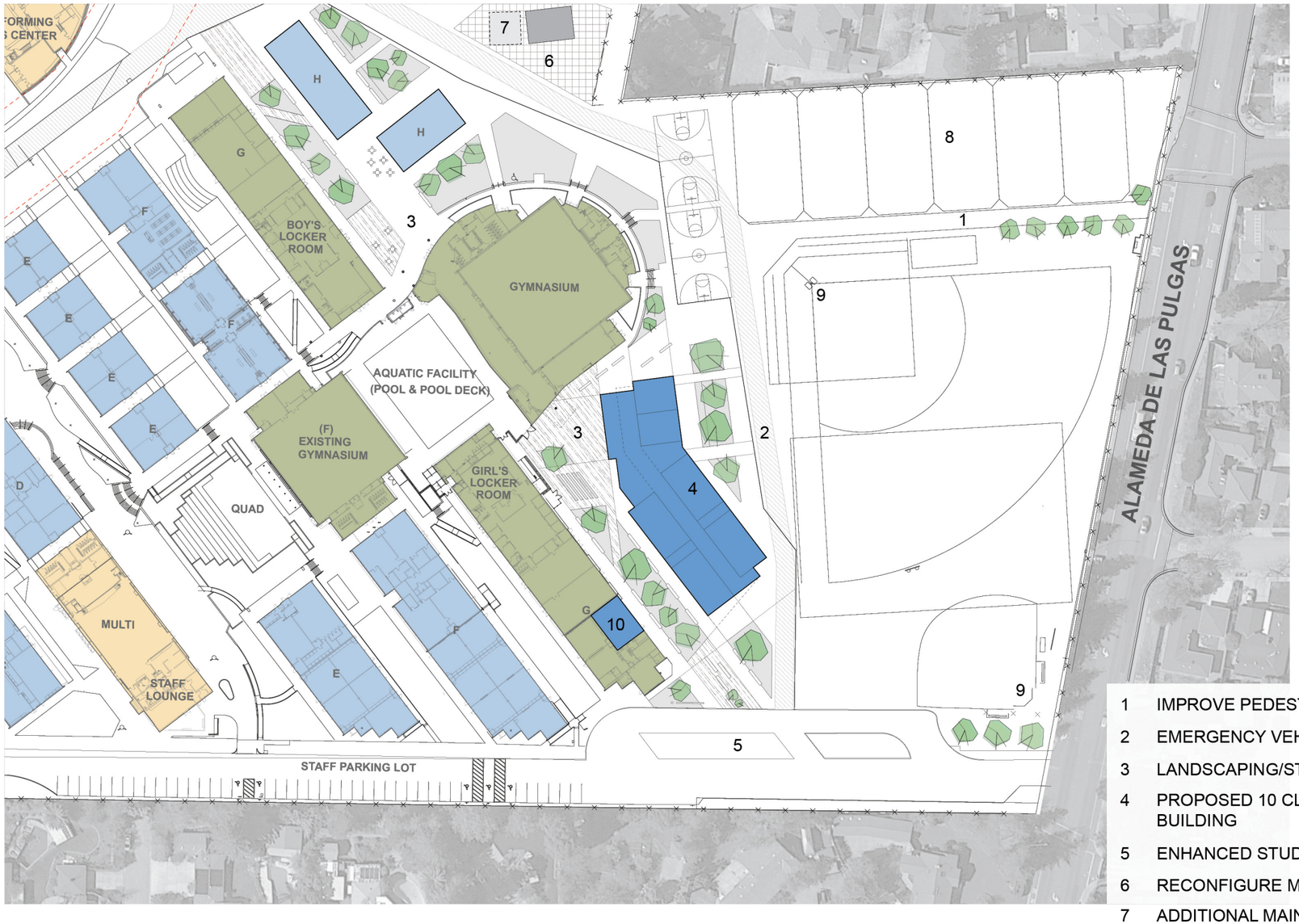
SEQUOIA UNION HIGH SCHOOL
DISTRICT FACILITIES MASTER PLAN

WOODSIDE HIGH SCHOOL

ENLARGED SITE PLAN

Scale

0' 25' 50' 100'



1 IMPROVE PEDESTRIAN WALKWAY
2 EMERGENCY VEHICLE ACCESS
3 LANDSCAPING/STUDENT PLAZA
4 PROPOSED 10 CLASSROOM BUILDING
5 ENHANCED STUDENT DROP-OFF
6 RECONFIGURE MAINT. YARD
7 ADDITIONAL MAINT. SPACE
8 NEW TENNIS COURTS
9 RE-STRIPING/NEW BACKSTOPS
10 RECLAIMED CLASSROOM

LEGEND

NEW
CLASSROOM
EXISTING
ADMINISTRATION
MULTI-PURPOSE LIBRARY THEATER
ATHLETICS
SHADE STRUCTURE
TO BE REMOVED
COVERED WALKWAYS
CLASSROOM
T RESTROOM
O OFFICE
FS FOOD SERVICE
EVA EMERGENCY VEHICLE ACCESS
RAMP DIRECTIONAL ARROW

QUATTROCCHI KWOK ARCHITECTS

Facilities Master Plan Framework

Prepared for: Sequoia Union High School District

Prepared by: Aaron Jobson

Final Draft presented to the Board of Trustees on October 8, 2014

QKA Job Number: 1395.01

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PROCESS

The goal of this Facilities Master Plan Framework document is to clearly document the intended process for developing the FMP. This is an important step to align the expectations of all participants in the process and ensure a consistent process for each of the four schools.

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. Prior to the passage of Measure A, the Facilities Needs Task Force established a list of projects. The list represents the projects that are expected to be completed with the Measure A funding. The projects are focused on providing classrooms and support spaces to house the additional student population expected at each school. The Facilities Master Plan will further define and develop 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. Community engagement will be facilitated through a number of means described in this document. In general, our goal will be to follow the guidelines outlined in the *10 Principles of Authentic Community Engagement*, by the KnowledgeWorks Foundation, attached as an appendix to this document.

Organizational Structure

GROUPS INVOLVED

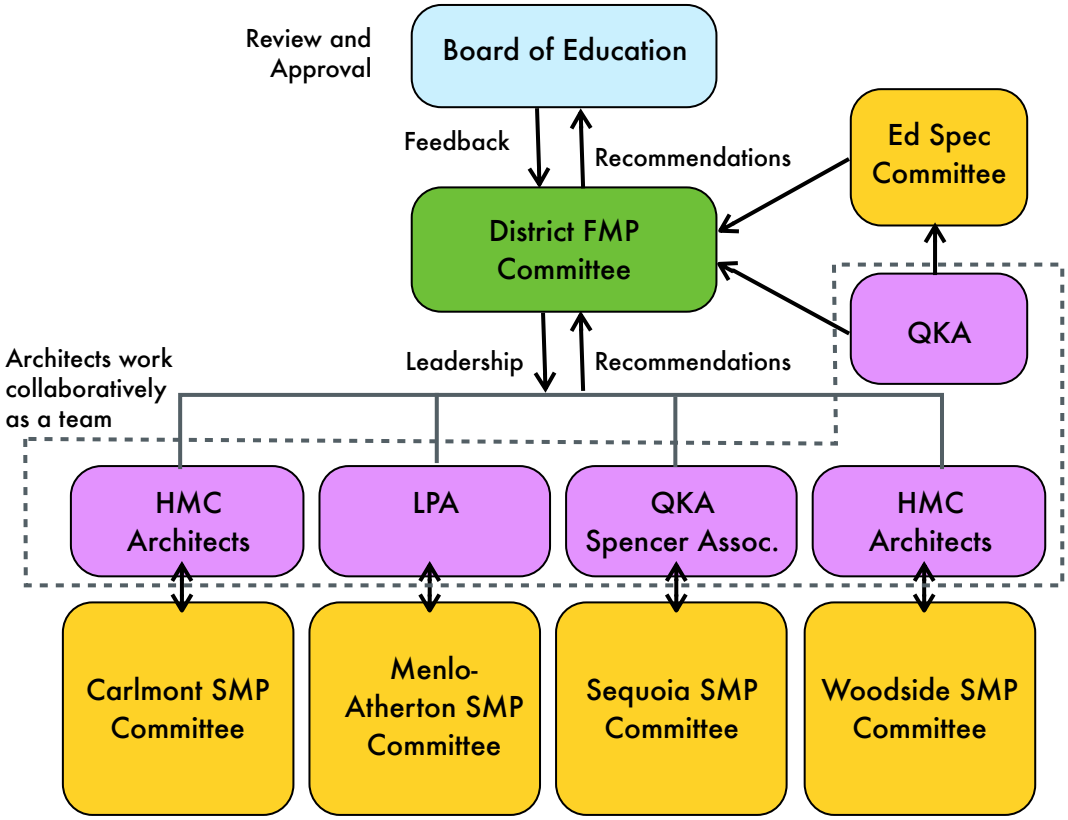
The following groups are involved in the FMP Process:

- 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 Board Member Olivia Martinez, Board Member Chris Thomsen, Superintendent Jim Lianides, Assistant Superintendent

Enrique Navas, Assistant Superintendent Bonnie Hansen, Director of Maintenance and Operations, Walter Haub 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



Components

The FMP will consist of the following major components:

- Educational Specifications: The Ed Specs are being developed to identify and describe the facilities needed to support educational programs and goals across SUHSD. The goal is to establish a baseline for what facilities are needed to support the educational programs and experience across the District while also allowing for the unique nature of each of the schools. Then a committee representing stakeholders at each school will work with an architectural team to develop a SMP and will collaboratively develop a plan to improve the facilities to meet these requirements, as well as, other facilities needs and wishes.
- Food Service Vision: A Food Service Consultant will work with the District and QKA to develop a vision for the Food Service Program which can be implemented at each school site to improve food service and address a number of specific issues. The Food Service Vision will be applied to each of the schools through the development of the Site Master Plan.
- Phase 1 Report: Because of the immediate need for classroom space to meet the growing enrollment in 2016, each site will be producing a Phase 1 Report detailing the scope of work and budget for the project which will be proceeding with design beginning in September of 2014.
- Site Master Plans: Each of the four comprehensive High Schools will have a Site Master Plan developed collaboratively by their SMP Committee and their SMP Architect.
- SUHSD Design Guidelines: In parallel with the SMP, the District and Spencer Associates are developing Design Guidelines. This document will provide technical standards and guidelines for the development of the design projects generated from the Site Master Plans.

Schedule

A comprehensive schedule for the FMP Process has been developed collaboratively by the District and all of the architectural firms. It is attached as an appendix to this document.

COMMUNITY ENGAGEMENT AND COMMUNICATIONS

Community engagement is a critical component of the FMP process. Schools are fundamentally community facilities and resources, and it is important that the community have a voice in the development of the FMP. Furthermore, the funding for these projects is provided by the community through Measure A. Community Engagement will be accomplished on a number of levels to engage and inform a broad section of the community in the development of the FMP.

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.

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.

Direct Communications

As a way to update all students and parents, the SMP Architect will work with the Administration at each school to create a newsletter type communication to send out to students and parents with other school communications. These communications will follow a common template across the schools and will also be posted to school and district websites.

Local Media

Where appropriate the SMP team will also engage the local media to provide broader coverage of the FMP process and the results of the plan. This can be coordinated through the District FMP Committee.

SITE MASTER PLANS

The intent of this document is to establish a preliminary standard for the features and requirements for a standard classroom and associated learning environments. This standard will be applied to any new classrooms and associated learning environments that are designed. It will also serve as a benchmark for evaluating existing classrooms and associated learning environments. The Site Master Planning process will determine the extent to which the existing facilities at each school site can be renovated to meet this standard within the established project budgets.

Site Master Plan Committee Guidelines

The following principles shall govern the SMP Committee meetings and deliberations:

COMMITTEE RESPONSIBILITIES:

- 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.

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.

Reporting

The SMP Committee will keep and publish notes of all meetings. These notes will be incorporated into the final SMP document as a reference. In addition, the committee and the SMP Architects will share the committee process and decisions with the larger school community as described in the Community Engagement section of this document.

Deliverables Standards

A common template for the final FMP report will be developed for use by all four school sites as well as the District wide issues. This template will be developed by the four architectural firms in collaboration. In general it has been decided that the format will be 8 1/2” by 11” in landscape format so that it will work well in both printed and digital versions. The template will follow a similar format to that of the Phase 1 Reports and will be finalized at a later date.

ATTACHMENTS

10 Principles of Authentic Community Engagement, The KnowledgeWorks Foundation
FMP Schedule
Facilities Needs Task Force Project List

Educational Specifications

First Draft for Review

Prepared for: Sequoia Union High School District

Prepared by: Aaron Jobson

Final Draft presented to Board of Education on October 8, 2014

QKA Job Number: 1395.01

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OVERVIEW

As Executive Architect for the Facilities Master Plan, Quattrocchi Kwok Architects has been charged with assisting the District with creating an Educational Specifications (Ed Spec). The Ed Spec will provide a standard level of facilities needs to meet the Educational Program Needs for all four comprehensive High Schools in the District, Carlmont High School, Menlo-Atherton High School, Sequoia High School and Woodside High School. The Ed Spec forms a critical component of the Facilities Master Plan (FMP) which is being developed for each of the four campuses to guide the implementation of Measure A (June 2014 Bond Measure) projects and facilities development in the future.

Purpose

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. 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 goal is to 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. A committee representing stakeholders at each school is working collaboratively with an architectural team to develop a Site Master Plan (SMP) to improve the facilities to meet these requirements as well as other facilities needs and wishes.

Process

The Ed Spec was developed collaboratively with a committee representing SUHSD District Leadership and members of the faculty from each school site. There were four interactive meetings where we focused on different areas of the Educational Programs and student experiences at the schools. For QKA the purpose of these meetings is to listen to the educators and ask questions to better understand the educational programs and how the school facilities can better support them. Throughout the development of the Ed Specs we maintained three consistent areas of focus which guided our process:

- Student Experience: Our focus has consistently been on how school facilities can support student engagement and learning throughout their time on SUHSD campuses.
- Equity: Each portion of the Ed Spec has been carefully considered to identify consistent requirements to create an equity of educational experience across the four campuses
- Campus Individuality: Along with the goal for equity we also want to allow each school to have a strong voice in how these requirements are implemented in their unique educational and physical context.

After the conclusion of the fourth meeting QKA developed a draft Ed Spec document and circulated it to all attendees for their review and comment. This version incorporates those comments.

Acknowledgements

QKA and SUHSD would like to thank the following people for their contribution to the Educational Specifications:

Name	School/Organization	Email Address
Kelly Redmon	Carlmont High	kredmon@seq.org
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Justin Raisner	Carlmont High	jraisner@seq.org
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Tina Smith	Carlmont High	tsmith@seq.org
Lisa Gleaton	Carlmont High - Principal	lgleaton@seq.org
Matthew Zito	Menlo-Atherton High - Principal	mzito@seq.org
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Aaron Jobson	QKA	aaronj@qka.com

EDUCATIONAL PROGRAMS

There are a variety of educational programs across SUHSD that have a significant impact on the facilities needs at each school.

Goals and Dashboard

The educational programs of SUHSD are guided by the District's established Goals. The District also conducts continuous evaluation of their progress on 10 individual metrics to track progress and success in meeting these goals. The District Goals and Dashboard are included in this document as an Appendix.

Academic Departments

Each of the four high schools are primarily organized on a traditional departmental basis. There are seven core academic departments: English, Social Studies, Science, Physical Education, World Languages, Mathematics, and Arts (Visual, Performing, Industrial, Practical and others). In addition to these there are also specific programs for English Language Learners and Special Education. Each of the Academic Departments has an organizational structure with a Chairperson and regular meetings to collaborate and coordinate their teaching efforts to best meet students' needs.

Partnership Academies

At each campus Partnership Academies have been developed to deliver an interdisciplinary approach to education centered around a single college and career pathway. They exist in parallel with the departmental structure and each has a Chairperson. There is a high level of collaboration between teachers within each Academy across disciplines. The California Partnership Academies (per California Education Code Section 54690-54697) represent a high school reform movement that is focused on smaller learning communities with a career theme. Academy components include rigorous academics and career technical education, with a career focus, a committed team of teachers, and active business and post-secondary partnerships. The following Partnership Academies have been created at each school:

CARLMONT HIGH SCHOOL

- Bio-Technology Academy

MENLO-ATHERTON HIGH SCHOOL

- Computer Academy

SEQUOIA HIGH SCHOOL

- Health Careers Academy
- Electronic Arts Academy

WOODSIDE HIGH SCHOOL

- Business Technology Academy
- Green Academy

International Baccalaureate

Sequoia High School also has an International Baccalaureate (IB) program. The IB Program is an internationally recognized college preparatory curriculum which prepares students for prepares students for a series of IB exams. If student pass the exams they receive an IB Diploma. According the to IB Mission Statement (www.ibo.org), "The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become more active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

Teacher Collaboration

SUHSD has a very strong commitment to teacher collaboration and continuing education. The District, teachers and staff all believe strongly that increasing collaboration between teachers, within and across academic departments, leads to a richer and more interesting learning experience for students. The District is committed to supporting teacher collaboration by providing adequate staff time for coordination and curriculum development and continual professional development at the District level and on each school site.

Special Education

To be completed after meeting with Special Ed Director.

English Language Learner Program

The district's programs and services for English Learners are designed to help students who have a home language other than English meet grade level academic standards and develop English proficiency. English Learners receive instruction in academic subjects, including English language development (ELD), as part of their core program. In addition, they receive a variety of supplemental programs and services. Each campus has an English Language Learner Department that works collaboratively to meet the needs of its students. The District English Learner Advisory Committee (DELAC) is a committee of mostly parents of English Learners who meet throughout the school year to discuss issues relevant to their students and provide guidance to the programs. Similarly, each school has an English Learner Advisory Committee (ELAC), which includes parents and students, and meets on a regular basis.

Career Technical Education (CTE)

In addition to the Partnership Academies the District also has a variety of CTE programs at the high schools. These programs are focused on providing hands on instruction for college and career pathways in their respective subject areas. They are separate from the Partnership Academy classes and are typically stand alone programs. Each CTE program has unique needs which should be identified on a site by site basis. However, all of the CTE program subject areas are subject to change and the spaces should be designed to provide a high level of flexibility to allow the space to adapt to changing educational programs and uses.

GENERAL SCHOOL FACILITIES NEEDS

This section describes general areas of facility needs throughout the high school campuses. In many cases the specific nature of these facilities needs is different at each campus. Through the development of the Site Master Plan each campus will develop a strategy to address these facility needs. Those spaces for which it makes sense to develop a more specific set of criteria are addressed in more detail in the next section.

Loading and Staffing Standards

To ensure equity across the District the following calculations are established to guide the development of the Site Master Plans and ensure that adequate classrooms are provided for the student population at each school.

GENERAL CLASSROOM LOADING:

- District instruction is staffed at a ratio 27.5 students per section. Because of the range of actual class sizes, the District's goal is for each classroom to be able to hold approximately 35 students per class
- Each campus should have a ratio of teachers to classrooms of 0.95:1. The intent is for each teacher to have their own classroom and to make sure facilities are used efficiently across the District.

COUNSELOR STAFFING RATIO:

The District standard is to provide one counselor for every 430 students.

Campus Organization

The overall organization of the four high school campuses is around the core academic departments: … Where possible classrooms for each academic department are co-located to support collaboration between teachers and sharing of resources. The District goal of providing a classroom for each teacher means that academic department offices are not necessary, however each department should have a common storage area when possible to house materials in a convenient location. In addition to this basic departmental organization each campus has Partnership Academies as described above. Where possible the classrooms and labs for the Partnership Academies should be co-located as well to supper the goal of creating a smaller learning community with the high school campus. The Special Education and English Language Learner programs are not influences on the campus organization. The classes for these programs are held with their academic departments to minimize the distinction between the students in these programs and the students in other programs.

Site Features

There are certain features that should be provided within each high school's exterior environment to support the educational experience and the individual learning spaces and classrooms. The design of exterior improvements should continue the welcoming and comfortable feel of the campus indoor and outdoor spaces. Renovations and additions to the campus facilities should support and enhance the existing circulation patterns throughout the

campuses to enhance the sense of connection between areas of the campus, a strong sense of entry and creating usable and pleasant outdoor spaces.

Outdoor Learning Environments

The exterior environment should provide ample spaces for students to work on projects, study and collaborate individually and in groups of various sizes. They should also be supportive of the social aspects of a student's High School experience while providing an appropriate level of supervision to maintain student safety. There should be a variety of sizes of outdoor learning environments throughout each campus including:

- Spaces for small groups to meet and work together
- Spaces for individual study
- Larger gathering spaces for classes and larger groups
- Outdoor activity spaces for games such as handball, chess, shuffle board, etc

The design and configuration of outdoor learning environments should be related closely to the needs and environment of each campus. However, all of the outdoor learning environments should have the following common characteristics:

- Outdoor learning environments shall be visually connected to the classroom for adequate supervision.
- Design outdoor space and adjacent buildings so that activity in outdoor spaces doesn't disrupt classes indoors
- Provide seating and tables
- Provide shade or cover where possible
- Provide a variety of outdoor seating opportunities

High Performance Learning Environments

All learning environments should be designed to contain high performance, sustainable features which support student learning. Research has shown that there is a strong link between various aspects of the learning environment and student learning.[1] Features such as balanced daylighting, proper air flow and temperature, healthy indoor air quality and proper acoustics create an environment that minimizes stress factors that can influence a student's ability to focus and learn. The Collaborative for High Performance Schools (CHPS) is a non-profit organization, started in California, who's building criteria addresses these factors, as well as additional sustainability issues such as energy and water use. Of particular importance are the requirements for classroom acoustics which specify maximum levels of background noise and minimum levels of acoustic separation between spaces. The CHPS 2014 California criteria are also aligned with the requirements of California's 2013 Green Building Code and Energy Code. For these reasons all new construction projects and major modernizations shall meet or exceed the criteria for CHPS Designed certification.

[1] Barret, P., Zhang, Y., Moffat, J. & Kobbacy, K. (2013) A Holistic, Multi-level Analysis Identifying the Impact of Classroom Design on Pupils' Learning. *Building and Environment, 59, 678-689*

Instructional Technology

Technology is a vital part of the 21st Century teaching and learning experience. SUHSD is committed to providing the technology infrastructure to support the broad use of instructional technology throughout the school campuses.

DEVICES

Currently SUHSD has a mix of desktop machines and an increasing number of Chromebook carts for use in classrooms. In the short term SUHSD is purchasing additional Chromebook carts for use in classrooms across the District. In the long term SUHSD is moving towards a bring your own device (BYOD) technology model which will enable the use of student and teacher devices throughout the school with support for those who cannot afford devices.

INFRASTRUCTURE

The District has invested significant resources in school wide technology infrastructure such as cabling, MDF/IDF rooms, servers, switches, etc. The SUHSD Technology Department will continue to maintain and upgrade that infrastructure. For each classroom a minimum of the following shall be provided:

- 2 wireless internet access points (ceiling mounted)
- 4 duplex data outlets distributed around the room
- Data outlet at ceiling for possible projector
- Data outlet at front of the classroom for monitor / interactive whiteboard / interactive projector
- Wall mounted electrical outlets distributed throughout the classroom
- Where possible 4-6 electrical outlets within the main area of the classroom to provide power for mobile devices. These may be provided by floor outlets (preferred) or overhead power cords depending on the conditions at each classroom.

CLASSROOM AUDIO VISUAL SYSTEM

One of the most important aspects of instructional technology is the audio-visual (A-V) system. Since the technology of the individual devices change quickly we will not attempt to standardize the devices here. Instead we will establish the criteria for the A-V system. The SUHSD Technology Department will establish and update standard equipment specifications on an ongoing basis to select the best technology to meet these criteria and represent the best value to the District. The criteria for a typical classroom A-V system shall be as follows:

- Display digital media with sound through a wireless connection
- Easily display student work
- Facilitate student interaction
- Provide real time assessment of students
- Student access to content in class
- Support teacher voice amplification if needed
- Student access to devices
- Student access to wireless network

- Telephone
- Teacher workstation / notebook computer

Teacher Collaboration Spaces

Teacher collaboration is an important priority at SUHSD. The District is committed to supporting teacher collaboration by providing adequate staff time for coordination and through providing adequate facilities. Wherever possible each full time teacher shall be assigned a classroom. (Part time teachers shall be scheduled in the same classroom as much as possible) Assigning each teacher a classroom promotes ownership and customization of the classrooms, minimizes time lost in moving between classrooms, promotes a stronger connection between students and teachers and provides space for teacher collaboration and prep work. This requirement will need to be balanced with Classroom Loading goals stated above and conditions on each school site. Classrooms are used as collaboration spaces, but small group learning spaces can also be used for teacher collaboration.
Teacher Work Rooms can also be collaborative spaces. However, the current facilities have one centralized work room with all of the supplies, copiers, etc. With the growing size of the campuses there is a need for 3-4 Satellite Teacher Work Rooms throughout campus in addition to the central Teacher Lounge/Workroom. These smaller rooms would have basic equipment and supplies including a copier. This will reduce the teacher travel time to and from the work rooms and overuse of a centralized teacher work room and support more casual interaction between teachers.

Student Services

Providing the necessary support and services to students is an important part of the mission of each High School. There are a number of facilities needs which are important to enabling staff to provide the services needed in an efficient and appropriate manner and to create an environment comfortable for students to access those services. Currently student services have often been located in available spaces on each campus as they have grown. This has led in some cases to a disorganization of the services, barriers to collaboration between staff members and difficulty in accessing services for students. For these reasons each school should seek, in the Site Master Plan, to establish a Student Services Center that would be a central location for all student services. This single location would make accessing and providing these important services easier and more effective for staff, students and parents. The Student Support Center should be located so that it can be easily and comfortably accessed by both students and visitors to the campus. It should also be adjacent to larger gathering spaces to extend informal before and after school uses and to assist with supervision. Ideally, it should also be near the Administration office to further support collaboration. One of the goals of establishing the Student Services Center is to make it more comfortable for students to access the services. Care should be taken to design and program the Student Services Center in a way that does not call attention to or stigmatize students accessing the services. Creating a central location and grouping a variety of services and student centered spaces together is intended to address this issue by creating engaging students on a much broader basis.
The following spaces should be provided within the Student Services Center:

- Nurse's Room/Office with support spaces
- Counselor's offices, counseling rooms and offices for counseling program support staff
- Offices for Specialist services (mental health, etc.).
- Teen resource center and lounge for students to be comfortable in accessing services. This would be a safe normal gathering place for students to hang out, study, socialize and work on projects, with computers and technology, before, during and after school. This could even be expanded to include additional spaces such as a student bike workshop, video game room, etc. to create a comfortable space for students.
- Conference rooms for family meetings, IEP meetings, testing and student use.
- College and Career center (classroom size space) located in a prominent location, easily accessible to students.

Presentation/Large Group Learning Spaces

With the implementation of Common Core and the continued implementation of a variety of 21st Century teaching and learning methods, there is a growing need for spaces to accommodate student presentations, guest speakers, large group meetings, testing and other spaces that accommodate large groups of students and/or community members. A variety of uses were discussed in our Ed Spec meetings and included the following as examples:

- English Language Testing: Auditory testing of approximately 10 students at a time. Requires a good acoustical environment and enough space to meet requirements for 2 feet between students.
- IB Testing: Space for large groups of students to take annual subject area tests. Must meet strict requirements for supervision and spacing.
- Space for Academy events and presentations which can accommodate up to 200 students.
- Space to accommodate AVID classes, up to 400 students, on a weekly basis in an academic environment
- Student club meetings of various sizes.
- Guest speaker presentations and lectures to a large group of students from one subject area and/or Academy

As these uses are intermittent they should be accommodated within spaces that also serve other functions. Existing spaces such as Multi-purpose Rooms, Theaters, Cafeterias or Gyms can serve these functions if they have the appropriate equipment and services. Also the requirements for standard classrooms encourage the use of operable, acoustic partitions to separate pairs of classrooms. When the partitions are opened these double classrooms are ideal for accommodating groups of 40-80 students for a variety of these activities. In general the spaces for these activities should meet the following requirements:

- Acoustics: Spaces shall have adequate acoustical separation from adjacent spaces to prevent disruption of either space. Also the acoustics in the space shall be conducive to a variety of activities including presentations, group activities and collaborative work.
- The spaces must be easy to set up and/or re-configure for different event needs.

- A-V capabilities: The spaces should have A-V systems designed for that space. In general the A-V system shall contain the same features/functionality of the standard classroom A-V system. However, the components shall be appropriately sized and selected for that size of room. This includes the audio system and the visual display. The system should be simple to use by a wide variety of people, "plug and play".

Through the Site Master Planning process each school will identify spaces that meet their school's needs for Large Group Learning and Presentation spaces and any improvements that are necessary to enhance their functionality.

Athletics and Physical Education

As the schools within SUHSD expand their enrollment this also increases the number of students participating in the Physical Education and Athletics programs, putting additional pressure on existing facilities. There are a number of areas where this is evident.

ATHLETIC FIELDS

The level of use on the existing fields is very high and the area of fields available is limited on each site. The synthetic turf fields constructed in previous years on each campus support a higher level of use, but they cannot accommodate all of the needs for practices and competition. On the natural turf fields the high level of use makes maintenance an ongoing issue. It is difficult to keep the fields safe and usable. Synthetic turf is a good solution for maintenance and allows for significantly greater use. Therefore each campus should have a synthetic turf multi-sport practice field in addition to the stadium field. This second field shall also have lights to extend the hours available for practices and community use. The design and location of lights should be carefully considered to minimize impacts on the surrounding neighborhoods. Additionally, it is important that appropriate amenities and support services be provided at the fields. Participants and spectators at each field should have access, as conveniently as possible, to the following amenities:

- Storage for equipment
- Restrooms and drinking fountains
- Locker Rooms, Team Rooms and training spaces
- Parking, including accessible parking
- Bleachers, dugouts and other necessary support facilities

LOCKER ROOMS

Each campus has existing locker rooms, which are scheduled for only minor repairs identified in the Capital Repair Plan. However, as the Site Master Plans are developed a couple of key requirements for Locker Rooms should be considered. An adequate number of lockers should be provided for all students in PE program. Lockers and room layout should be designed to provide supervision between lockers for coaches and teachers. Team Rooms should also be provided for both boys and girls athletics teams. Team Rooms are used primarily as meeting spaces for for use in/before games and should be associated with the Locker Rooms and usable from the fields.

FLEXIBLE PE/ATHLETICS/ARTS CLASSROOM

At all school sites there is currently a need for additional an overflow space to house activities such as Dance, Drama, Cheerleading, music, wrestling, etc. As student populations increase this will become more of an issue. It is not feasible to consider building individual spaces for these activities/programs. However, the Ed Spec committee felt that many of these uses could be accommodated within one multi-use space. This space would provide overflow space for all of these programs and alleviate some of the over use of other spaces on campus. The detailed criteria for this Flexible PE/Athletics/Arts Classroom is described in the Specific Space Descriptions below.

Library

The Library has always had a significant place in high schools. In the 21st century the role of the library has changed, but it is still a vital part of the high school environment. Fundamentally a Library is a place for accessing knowledge and information and for receiving guidance, help and support to do that. The methods of accessing information may be different, but the need is still there. There are a number of ways in which the modern high school libraries have changed. The Library is not exclusively a quiet contemplative space for individual research and learning. Libraries should provide a comfortable, technology infused space for a variety of types of student learning and collaboration. The age, size and design of the Libraries across the District varies significantly. The California Department of Education recommends that Library spaces be provided at a rate of four square feet per student at the high school level.[2] Each should be evaluated during the development of the Site Master Plan to identify any needs that can be addressed in either the short or long term.

SPACES WITHIN THE LIBRARY

Within each Library there should be a variety of flexible, safe spaces to support student learning, studying, collaborating and working on projects. Those spaces should include the following:

- Main Reading Area: Quiet study spaces are also still an important part of the Library. This reading area should be centrally located within the Library and should be able to be acoustically separated from the more active portions of the Library so they can be used at the same time. It should have direct access to the centrally located circulation desk. This space should have flexible and comfortable furniture that can accommodate students in a variety of different seating positions. The furniture should also support the occasional use of the space for large group presentations or meetings.
- Library Classroom: This classroom sized space should be connected to the main Library space, but provide the ability to create an acoustic separation so the spaces can be used by different groups simultaneously. There should be a visual connection between the spaces at all times to maintain supervision. This may be achieved with a glazed, operable partition where feasible. This space can be used for a variety of activities including as a classroom, for large group presentations, as a quiet study space, etc. It can also be used in conjunction with the Reading Area for larger groups. The furniture,

[2] *California Code of Regulations, Title 5, Division 1, Chapter 13, Subchapter 1, Article 4, 14030.k.3*

materials and technology requirements for this space should be similar to those of the Standard Classroom.

- Small Conference Rooms: There is also a need for small student groups to work together on projects and to rehearse presentations. The Library should be provided with a number of small conference rooms, sized for 6-10 people to serve this need. They should be visually connected to the Main Reading Area to provide adequate supervision. The detailed criteria for this space shall be similar to the Small Group Learning Spaces.

BOOKS

Although electronic media is continuing to increase, particularly in the area of textbooks, there is still a strong need for a robust collection of fiction and non-fiction titles at each school. Although the overall number of volumes that a collection should have is difficult to gauge, in most schools the amount of shelves in the Library could likely be reduced. This would allow more open area for use as described above. Shelves must be designed to allow supervision by the Library staff. They should also be designed and arranged to be easy to manage and allow collections to evolve. Additionally, book security should be considered in the design of all parts of the Library.

Book storage is also an important issue. As textbooks transition to electronic versions over the next five years or so storage needs will likely decrease, but the need for other texts is increasing. The Common Core standards emphasize reading of non-fiction texts and literature and each school will likely need the ability to have 700 students reading the same text simultaneously. Each Library should have an associated Book Storage Room to manage the collection. It should be connected to Library with exterior or circulation access if possible. In locating and designing the room the distribution of textbooks should be considered. Since the size of the collection is likely to change the Book Storage Room should also be designed to accommodate other uses in the future if storage needs decrease. For instance, it could be used for technology storage and distribution, so adequate power and data connections should be provided.

TECHNOLOGY NEEDS:

Technology uses is a fundamental part of the use of the 21st Century Library, as it is a fundamental part of how we access information. That technology use is increasingly mobile. For these reasons the permanent, built-in desktop computers should be removed to create more area for the spaces described above. Space for laptop carts for student use should be provided within the Main Reading Area and near the Circulation Desk. Throughout the Library a high degree of wireless internet connectivity should be provided in addition to outlets for charging. As described above a number of spaces within the Library should be provided with digital presentation capabilities to support a variety of educational activities. If possible it would also make sense to have the campus technology office within or adjacent to the library if possible. This will support the use of technology in the space and the access of students and staff to technology support.

SPECIFIC SPACE DESCRIPTIONS

The following descriptions provide detailed criteria for specific spaces which should be similar across all of the high school sites to address common facilities needs.

Standard Classroom Space Description

Standard Classrooms make up the bulk of the educational spaces on each of the four high school campuses. For design and construction of new classrooms this shall serve as a set of design requirements to be met. For existing classrooms this shall serve as a guideline for renovating the classrooms as best as possible within the project budget and the wide variety of existing conditions throughout the District. In general each Standard Classrooms should be designed to be flexible enough to accommodate a variety of subjects, classroom configurations, teachers, teaching styles and learning styles. Adequate and usable storage should be provided in each classroom to meet the needs of the teacher. However, digital storage of documents and files is being encouraged to minimize storage needs and improve access to materials. Within the classroom the design should balance storage and writable surfaces with the open and wall space available, especially in smaller classrooms.

SPECIFIC REQUIREMENTS

Size	960 square feet, based on standard practice across the state and California Department of Education recommendations. This size will accommodate up to 35 students and provide adequate space in classrooms to move furniture and create different learning environments and have ability to move within the classroom.
Connections and Adjacencies	Provide connections between classrooms where possible and preferable. Ideally provide an acoustically isolating, operable partition connecting pairs of classrooms to allow them to be used as independent classrooms or one double classroom. The number of classrooms to be connected and their exact configuration should be determined by each school site. Where that is not possible or preferable provide doors with vision lites between classrooms. Provide visual and physical connections to the exterior where possible.

Materials	*Flooring*: Resilient flooring per District Design Guidelines *Wall Surfaces* classroom. Provide takable surfaces on walls where possible. *Ceiling*: Material shall be designed for a high level of acoustic absorption. In most cases this will be a suspended acoustical tile ceiling, but other design solutions are possible in individual situations. *Writable surfaces (white boards)*: Provide writable surface 16 foot wide at front of classroom (sliding marker boards recommended) and a secondary writable surface 16 foot wide elsewhere in the classroom. Each writable surface can be provided by traditional marker boards or whiteboard paint on walls depending on existing facilities and the preferences of each site. Provide clearly designated areas for three different prep's daily objective and assessment measure. Materials to be provided to District Technical Standards.
Power and Technology	Adequate power and data infrastructure in each classroom with power outlets distributed around the perimeter of the classroom. Provide data outlets, wireless internet access and digital display systems per the current classroom technology standard, developed by the SUHSD Technology Department according to the guidelines described above.
Furniture	Provide flexible furniture within the classroom to allow classroom to be easily re-configured to accommodate different learning and teaching styles. Furniture should be easy to move and re-configure within each classroom by the teacher and students. Should be able to be configured in a variety of ways to support a variety of teaching and learning activities. Furniture should be comfortable for the students. Wheels are good, but furniture needs to be durable. Also provide an adequately sized and durable teacher desk with locking drawers.
Storage	Permanent Teacher's cabinet with lock for personal items. 6-8 feet of full height, locking, storage cabinets for manipulatives and materials. Provide power in storage cabinets for charging of technology. Utilize modular furniture instead of built-in cabinetry where possible to reduce cost and improve flexibility.
Other	

Physical Science Classroom Space Description

Physical Science Classrooms are used for classes such as Physics and Environmental Science. These classes require fewer utilities such as water and natural gas, but instead require flexible, open spaces in the classroom that can be easily re-configured to meet the needs of a wide variety of uses. The general layout of the classrooms shall provide access to utilities and storage at the perimeter with a large open space in the middle of the classroom with flexible furniture for a variety of uses and labs.

SPECIFIC REQUIREMENTS

Size	The space should be approximately 1200 square feet.
Connections and Adjacencies	Where possible Physical Science classrooms should be located near other science classrooms to facilitate sharing of resources and collaboration. A storage or Prep Room should be connected to or directly adjacent to the classroom. A direct connection to an outdoor learning area or workspace is desired where possible.
Materials	*Flooring*: Resilient flooring per District Design Guidelines *Wall Surfaces* classroom. Provide takable surfaces on walls where possible. *Ceiling*: Material shall be designed for a high level of acoustic absorption. In most cases this will be a suspended acoustical tile ceiling, but other design solutions are possible in individual situations. *Writable surfaces (white boards)*: Provide writable surfaces equal to the Standard Classroom. *Cabinetry*: Cabinetry shall be plastic laminate cabinets and countertops.
Power and Technology	Provide data outlets, wireless internet access and digital display systems per the current classroom technology standard. Provide a minimum of _ power outlets distributed about the classroom for technology devices and experiments. Outlets should be provided above the countertops with at minimum 16 duplex outlets equally spaced. Each outlet should support multiple appliances including hot plates. Provide a total of _ electrical outlets. Provide 4-6 outlets in the center of the classroom either through floor or ceiling outlets.
Furniture	Flexible tables in central space. Should be at the same level as perimeter countertops so they can be used as peninsulas. Should be easily movable, possibly on wheels. Provide stools or tall chairs for use at tables. Provide one mobile Teacher Demo station without utilities.

Storage	Teacher's cabinet with lock for personal items. Provide space in the classroom or a connected Storage or Prep Room for one microscope cart (approximately 3' x 3'), Laptop cart storage with power, safety equipment. In the Classroom provide perimeter casework to meet storage needs for frequently used items such as safety goggles, glassware, instructional materials, experiment kits, etc. A minimum of 48' of countertops with casework below should be provided for storage and to provide work surfaces for labs. Upper cabinets should be provided above some countertops balanced with some areas of takable wall surface. A minimum of 8' of full height storage cabinets should also be provided. In Storage or Prep Room provide additional full height cabinets for a variety of supplies and materials that are accessed regularly. This room can be shared by multiple classrooms but must be provided with adequate ventilation. Elsewhere on campus provide storage for supplies that are only used during certain instructional units and waste from experiments.
Other	Provide 2 large sinks at perimeter with hot water for projects and labs. Provide standard science classroom safety equipment (eye wash, fire blankets, etc.) Also provide a goggle sanitizer in the classroom or adjacent Prep Room

Life Science Classroom Space Description

Life Science Classrooms are used for classes such as Biology, which require more utilities and services than the Physical Science Classrooms but not as many as the Chemistry Classrooms. The general layout of the classrooms shall be similar to the Physical Science Classroom and provide access to utilities and storage at the perimeter with a large open space in the middle of the classroom with flexible furniture for a variety of uses and labs.

SPECIFIC REQUIREMENTS

Size	The space should be approximately 1200 square feet.
Connections and Adjacencies	Where possible Life Science classrooms should be located near other science classrooms to facilitate sharing of resources and collaboration. A storage or Prep Room should be connected to or directly adjacent to the classroom. A direct connection to an outdoor learning area or workspace is desired where possible.
Materials	*Flooring*: Resilient flooring per District Design Guidelines *Wall Surfaces*: Provide Balance of window space and solid wall space in each classroom. Provide takable surfaces on walls where possible. *Ceiling*: Material shall be designed for a high level of acoustic absorption. In most cases this will be a suspended acoustical tile ceiling, but other design solutions are possible in individual situations. *Writable surfaces (white boards)*: Provide writable surfaces equal to the Standard Classroom. *Cabinetry*: Cabinetry shall be wood cabinetry and epoxy resin countertops to provide chemical resistance.
Power and Technology	Provide data outlets, wireless internet access and digital display systems per the current classroom technology standard. Provide a minimum of _ power outlets distributed about the classroom for technology devices and experiments. Outlets should be provided above the countertops with at minimum 16 duplex outlets equally spaced. Each outlet should support multiple appliances including hot plates. Provide a total of _ electrical outlets. Provide 4-6 outlets in the center of the classroom either through floor or ceiling outlets.
Furniture	Flexible tables in central space with epoxy resin tops. Should be at the same level as perimeter countertops so they can be used as peninsulas. Should be easily movable, possibly on wheels. Provide stools or tall chairs for use at tables. Provide one mobile Teacher Demo station without utilities.

Storage	Teacher's cabinet with lock for personal items. Provide space in the classroom or a connected Storage or Prep Room for one microscope cart (approximately 3' x 3'), Laptop cart storage with power, safety equipment. In the Classroom provide perimeter casework to meet storage needs for frequently used items such as safety goggles, glassware, instructional materials, experiment kits, etc. A minimum of 52' of countertops with casework below should be provided for storage and to provide work surfaces for labs. Upper cabinets should be provided above some countertops balanced with some areas of takable wall surface. A minimum of 8' of full height storage cabinets should also be provided. In Storage or Prep Room provide additional full height cabinets for a variety of supplies and materials that are accessed regularly. This room can be shared by multiple classrooms but must be provided with adequate ventilation. Elsewhere on campus provide storage for supplies that are only used during certain instructional units and waste from experiments.
Other	4 lab sinks within the perimeter casework. They should be evenly spaced for use by students when conducting lab experiments. Also provide a large sink at perimeter with hot water. Standard science classroom safety equipment (eye wash, fire blankets, etc.) Provide a goggle sanitizer and dishwasher in the adjacent Prep Room. Refrigerator/freezer or storage of specimens, samples etc. Could be in prep room if visible or in classroom. Ice-maker with crushed ice capabilities. One per campus in a prep room Fume Hood in some labs with gas, in prep room would be ok Natural gas outlets at perimeter casework adjacent to sinks where possible (used for 5 – 8 labs per year) This would be great but not high priority. Could also provide in one Life Science classroom per campus to share with others.

Chemistry Classroom Space Description

Chemistry Classrooms are used exclusively for chemistry classes and require specialized equipment to meet those needs. The general layout of the classrooms is different than the Physical and Life Science Classrooms with 8 lab station peninsulas at the perimeter which provide access to utilities and storage and an open space in the middle of the classroom with flexible furniture used primarily for lectures, but also for projects.

SPECIFIC REQUIREMENTS

Size	The space should be approximately 1500 square feet.
Connections and Adjacencies	Where possible Chemistry classrooms should be located near other science classrooms to facilitate sharing of resources and collaboration. A storage or Prep Room must be connected to or directly adjacent to the classroom and can be shared with one other Chemistry or Science Classroom. A direct connection to an outdoor learning area or workspace is desired where possible.
Materials	*Flooring*: Resilient flooring per District Design Guidelines *Wall Surfaces*: Provide Balance of window space and solid wall space in each classroom. Provide takable surfaces on walls where possible. *Ceiling*: Material shall be designed for a high level of acoustic absorption. In most cases this will be a suspended acoustical tile ceiling, but other design solutions are possible in individual situations. *Writable surfaces (white boards)*: Provide writable surfaces equal to the Standard Classroom. *Cabinetry*: Cabinetry shall be wood cabinetry and epoxy resin countertops to provide chemical resistance.
Power and Technology	Provide data outlets, wireless internet access and digital display systems per the current classroom technology standard. Provide a minimum of _ power outlets distributed about the classroom for technology devices and experiments. Outlets should be provided above the countertops with at minimum 16 duplex outlets equally spaced. Each outlet should support multiple appliances including hot plates. Provide a total of _ electrical outlets. Provide 4-6 outlets in the center of the classroom either through floor or ceiling outlets.
Furniture	Flexible tables in central space with epoxy resin tops. Should be at seating height and easily movable, possibly on wheels. Provide stools or tall chairs for use at lab stations and chairs for use at tables. Provide one fixed Teacher Demo station with all utilities.

Storage	Teacher's cabinet with lock for personal items. Provide space in the classroom or a connected Storage or Prep Room for one microscope cart (approximately 3' x 3'), Laptop cart storage with power, safety equipment. In the Classroom provide perimeter casework to meet storage needs for frequently used items such as safety goggles, glassware, instructional materials, experiment kits, etc. A minimum of 52' of countertops with casework below should be provided for storage and to provide work surfaces for labs. Upper cabinets should be provided above some countertops balanced with some areas of takable wall surface. A minimum of 8' of full height storage cabinets should also be provided. In Storage or Prep Room provide additional full height cabinets for a variety of supplies and materials that are accessed regularly. Also provide code compliant, vented storage cabinets for acid and base chemicals. This room can be shared by up to two classrooms but must be provided with adequate ventilation. Elsewhere on campus provide storage for supplies that are only used during certain instructional units and waste from experiments.
Lab Stations	At each of the 8 perimeter lab stations provide the following: Lab sink with cold water, full depth Gas Power Storage cabinetry
Other	Standard science classroom safety equipment (eye wash, fire blankets, etc.) Provide a goggle sanitizer and dishwasher in the adjacent Prep Room. Refrigerator/freezer or storage of specimens, samples etc. Could be in prep room if visible or in classroom. Ice-maker with crushed ice capabilities. One per campus in a prep room 2 Fume Hoods in each classroom with gas plus one in the shared prep room.

Small Group Learning Space Description

Small Group Learning Spaces are intended as support spaces to be used in conjunction with adjacent classroom spaces to meet a variety of educational needs. These spaces can be used for students working in small groups independently or with a teacher, parent and/or student meetings with staff, student groups working on projects or studying, teachers meeting to collaborate and many other uses. There is not a specific standard for how many of these spaces should be provided. The specific number and configuration should be determined through working with the individual school sites.

SPECIFIC REQUIREMENTS

Size	The spaces can be provided in a variety of sizes depending on site conditions. Ideally the rooms are between 150 and 300 square feet to accommodate groups of 6-10 people.
Connections and Adjacencies	The small learning spaces should be connected to multiple classrooms and/or circulation spaces wherever possible to increase their flexibility and to provide visual supervision of the spaces. Provide visual transparency to/from classrooms and circulation spaces to maintain supervision. Wherever possible provide access from circulation areas so that access is not only through a classroom.
Materials	*Flooring*: Resilient flooring or carpet per District Design Guidelines *Wall Surfaces*: Provide some takable surfaces on walls where possible. *Ceiling*: Material shall be designed for a high level of acoustic absorption. In most cases this will be a suspended acoustical tile ceiling, but other design solutions are possible in individual situations. *Writable surfaces (white boards)*: Provide as much writable surfaces as possible to support collaboration. At minimum provide an eight foot wide writable surface. *Cabinetry*: None.
Power and Technology	Provide one data outlet, a minimum of two power outlets and wireless internet access. Also provide an A-V system. They system should be provided per the District Technology Standards referenced above, however the audio system and size of the display can be reduced to match the needs of a smaller space. Secondary displays are not needed.
Furniture	Flexible, conference room style meeting table.
Storage	None.
Other	Make sure the space is adequately ventilated and conditioned for the intended occupancy.

Flexible PE/Athletics/Arts Classroom

As described above this space will serve a number of needs for additional practice and instructional space for a number of programs on each campus.

SPECIFIC REQUIREMENTS

Size	The main space should be approximately 2,000 - 2,500 square feet. Large enough to accommodate approximately 50 students. Additionally there should be an adjacent office space of approximately 100-150 square feet.
Connections and Adjacencies	Nearby restrooms and/or locker rooms should be located near by. Space should be easily accessible to students during and after school. The office should have a window into the main classroom space to maintain visual supervision.
Materials	*Flooring*: Resilient flooring with adequate cushion for Dance. Cushioned Athletic Flooring or resilient dance flooring. *Wall Surfaces*: Provide acoustic panels as necessary to meet acoustic needs. Provide full height mirrors and dance bar along one wall. *Ceiling*: Material shall be designed for a high level of acoustic absorption. In most cases this will be a suspended acoustical tile ceiling, but other design solutions are possible in individual situations. The ceiling should be high (15-20 feet) to accommodate activities such as cheerleading. *Writable surfaces (white boards)*: Provide one 16 foot writable surface. *Cabinetry*: Plastic laminate cabinetry and countertops.
Power and Technology	Provide data and power infrastructure per the classroom standard. Also provide an A-V system. A flat panel display would be a preferred solution for this space. Also provide a higher quality sound system designed for the size of this room and for music and voice playback.
Furniture	In the office provide a desk, chair and storage for materials and files as needed. Provide stackable chairs with a movable rack for main space.
Storage	An adjacent storage room, connected to the main space should be provided for materials and equipment. The storage room should be approximately 200 square feet. Full height storage cabinets can also be provided within the main space to provide additional storage.

Other	Acoustics: The space will need to be carefully designed to provide an acceptable acoustic environment for the variety of activities. Absorptive panels may need to be provided on the walls in addition to acoustic ceiling material. The space should also be acoustically separated from adjacent spaces to avoid disruption. Ventilation: Adequate ventilation and cooling must be provided to support a high level of activity by up to 50 individuals.

APPENDIXES

1: DISTRICT GOALS AND DASHBOARD

SEQUOIA UNION HIGH SCHOOL DISTRICT

ALL STUDENTS ARE ENGAGED AND PREPARED TO EXCEL IN A GLOBAL SOCIETY

GOAL I	GOAL II	GOAL III	GOAL IV
The Sequoia Union High School District will 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.	**The Sequoia Union High School District will recruit, retain, and further develop a highly qualified staff at all levels of the organization to professionally serve students, parents, and community.**	**The Sequoia Union High School District will 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.**	**The Sequoia Union High School District will involve the parent community to strengthen and communicate district programs and services for students, engage its partner districts, and access community resources.**
A. Graduation requirements will align with the District's vision, with the goal that all students will graduate.	A. The District will employ strategies to recruit, hire and retain a highly qualified staff.	A. The budget will be aligned with district goals and be presented in a format that is easily understood.	A. The District will implement an eighth to ninth grade transition program that maximizes success for students.
B. Schools will examine and address Career Technical Education pathways in a systematic way.	B. All staff will engage in effective professional development aligned with district goals and will employ these skills in their daily practice. The District and schools will develop measures to enhance teaching effectiveness.	B. The District will meet both short and long term goals through fiscal management of reserves and multiyear projections.	B. The District will develop and strengthen post-secondary partnerships with community colleges and local universities.
C. Schools will employ data driven research and innovative strategies to close the achievement gap and ensure all students reach their potential.	C. The District will support a positive teaching climate .	C. Alternative sources of revenue will be explored and sought out to sustain and enhance district programs.	C. The District will provide news and communications to the community that showcases educational programs, school events, and student accomplishments.
D. Schools will ensure that the maximum number of students will meet "a-g" college requirements and access AP (Advanced Placement)/IB (International Baccalaureate) classes.	D. The District will engage and collaborate with employee groups to achieve its Vision and Goals.	D. The District will have adequate facilities to meet future enrollment needs.	D. Parents, as valued partners, will be well informed of our educational programs and be active participants in parent involvement groups that support our schools.
E. District will offer quality and varied alternative education options for students.		E. The District will protect its investment in facilities through adequate maintenance.	E. The District will collaborate with community and non-profit organizations to provide additional support for the social and academic needs of students and to leverage resources to impact larger issues best addressed through multiple agencies.
F. Schools will create and sustain a positive learning environment on their campuses.			F. The District joins San Mateo County Office of Education to engage the business community to develop and support educational programs and other effective career technical programs that include internship and mentorship opportunities for students.
G. District will provide students with special needs access to a strong and appropriate academic program within the least restrictive environment.			
H. Gather and analyze data from our graduates.			

3/1/2012

District Dashboard

1. Graduation and dropout rates
2. UC A-G completion rate
3. Percent of 9th graders who finish year with 50 units of C or better
4. Percent of 9th graders who finish year with 50 units of D or better
5. Percent enrolled in at least one AP/IB class
6. Percent passing AP/IB tests
7. Suspension and expulsion rates
8. CELDT levels
9. California High School Exit Exam results
10. API Results (Note: this measure is going away for at least a year)