

# **PVSD FACILITIES MASTER PLAN: BOARD STUDY SESSION**

**PORTOLA VALLEY SCHOOL DISTRICT**

**MAY 10, 2017**

**CAW**  
**ARCHITECTS**



# GOALS

## **PURPOSE:**

PRESENT AN OVERVIEW OF THE ANALYSIS, INPUT AND FINDINGS FROM THE PROCESS TO DATE

## **HOPE TO ACCOMPLISH TODAY:**

- TODAY IS THE FIRST FORMAL VETTING OF INFORMATION COLLECTED AND FINDINGS THAT HAVE COME OUT OF THIS PROCESS
- INTENT IS TO HAVE OPEN DISCUSSION
- TODAY IS NOT ABOUT FORMAL DECISIONS, BUT GUIDANCE AND PRIORITIZATION FROM THE BOARD
- INPUT TODAY WILL INFORM HOW WE REFINE FINAL MASTER PLAN

## **WHERE WE ARE IN THE OVERALL PROCESS**



# AGENDA

## **FACILITIES MASTER PLAN PROCESS**

## **EXISTING FACILITIES ANALYSIS**

## **COMMUNITY OUTREACH SUMMARY**

PORTOLA VALLEY SCHOOL DISTRICT COMMUNITY INPUT

ONLINE COMMUNITY SURVEY INPUT

BROADER PORTOLA VALLEY COMMUNITY INPUT

## **DISTRICT-WIDE PLANNING WORKSHOPS**

## **DEMOGRAPHIC STUDY & CLASSROOM LOADING**

## **GRADE LEVEL CONFIGURATION DISCUSSION**

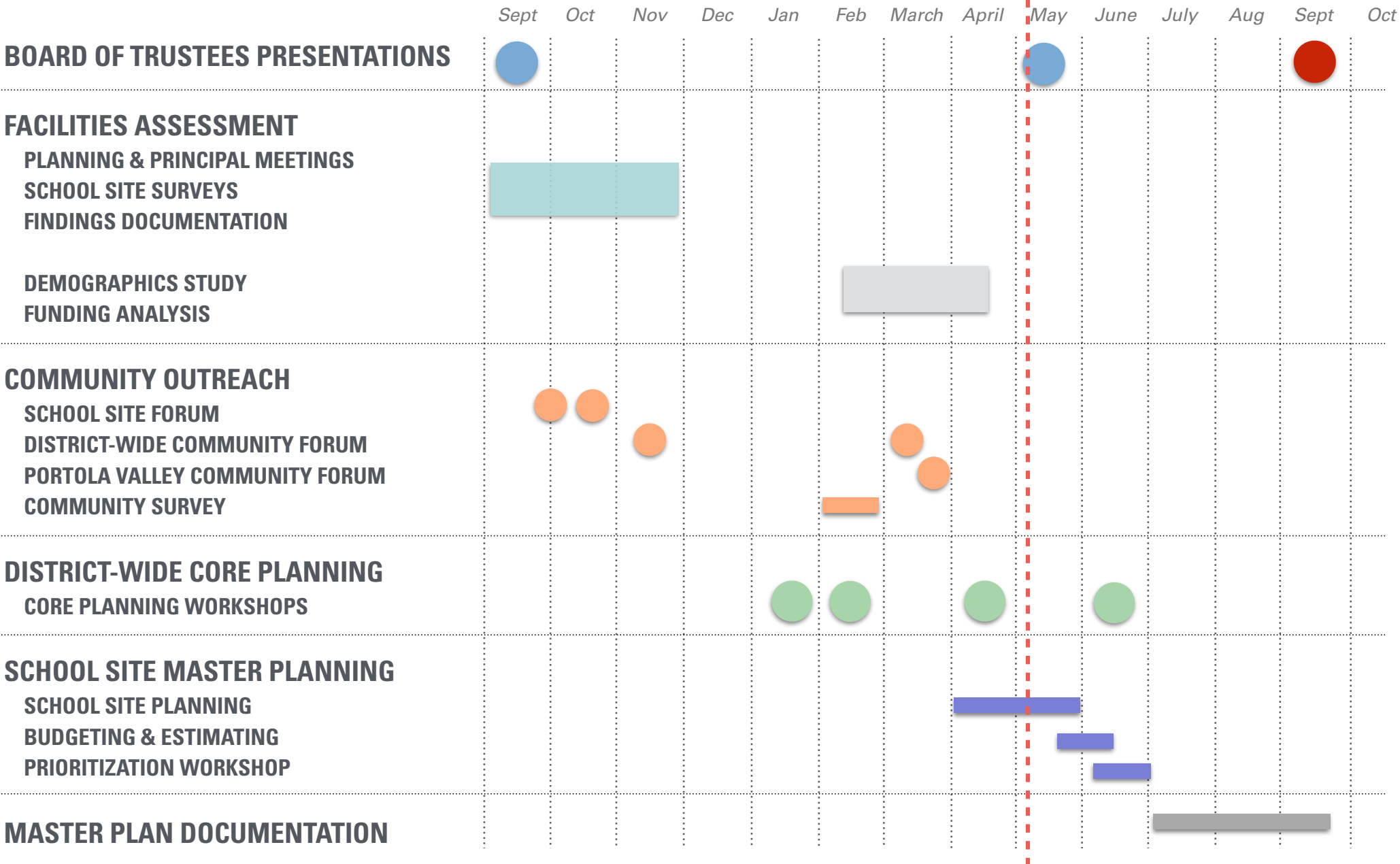
ONLINE COMMUNITY SURVEY INPUT

PVSD RESEARCH & ADDITIONAL INPUT

ADDITIONAL DATA

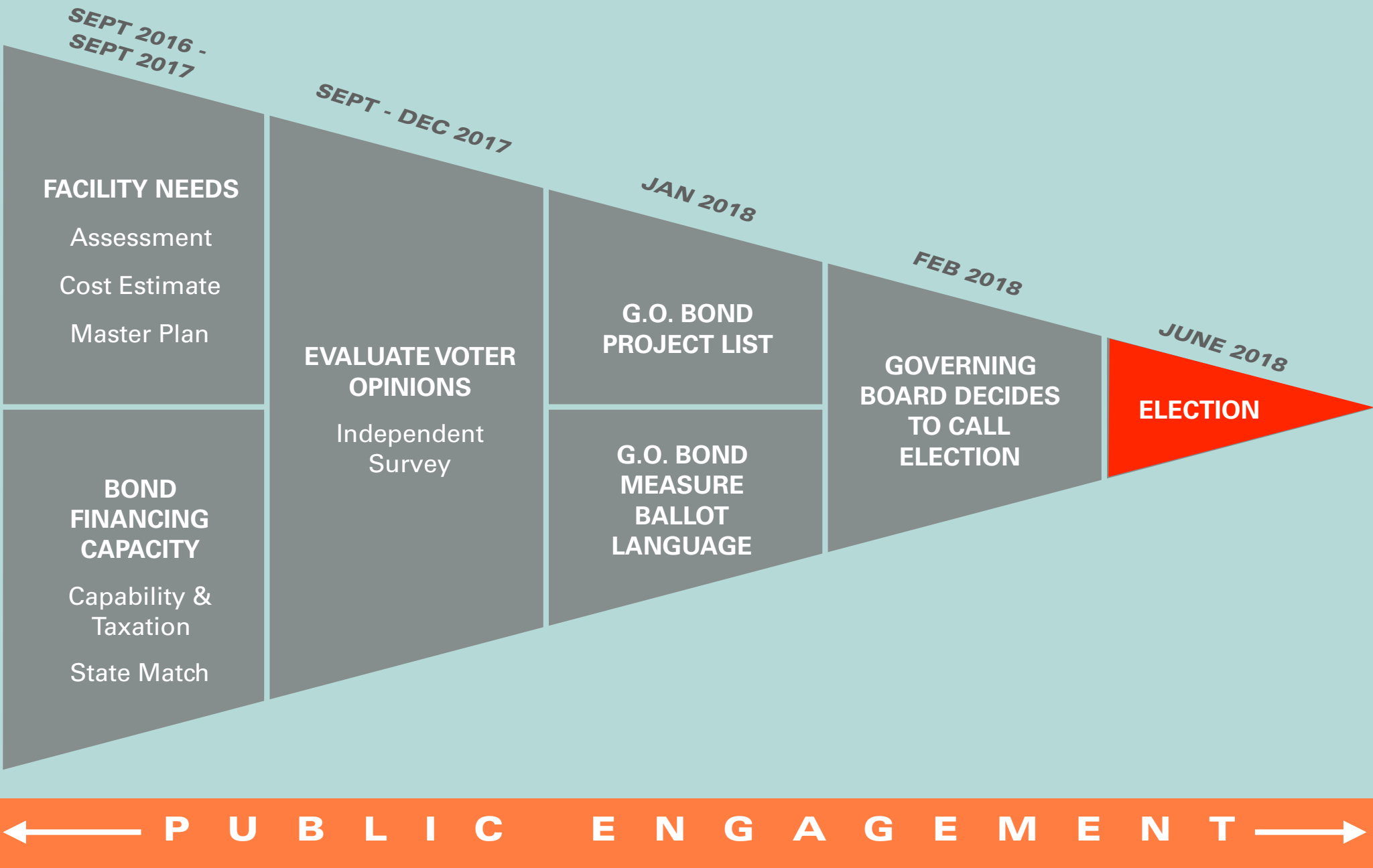


# FACILITIES MASTER PLAN PROCESS & SCHEDULE





# BOND PROGRAM PLANNING PHASE





# AGENDA

## FACILITIES MASTER PLAN PROCESS

### EXISTING FACILITIES ANALYSIS

#### COMMUNITY OUTREACH SUMMARY

PORTOLA VALLEY SCHOOL DISTRICT COMMUNITY INPUT

ONLINE COMMUNITY SURVEY INPUT

BROADER PORTOLA VALLEY COMMUNITY INPUT

#### DISTRICT-WIDE PLANNING WORKSHOPS

#### DEMOGRAPHIC STUDY & CLASSROOM LOADING

#### GRADE LEVEL CONFIGURATION DISCUSSION

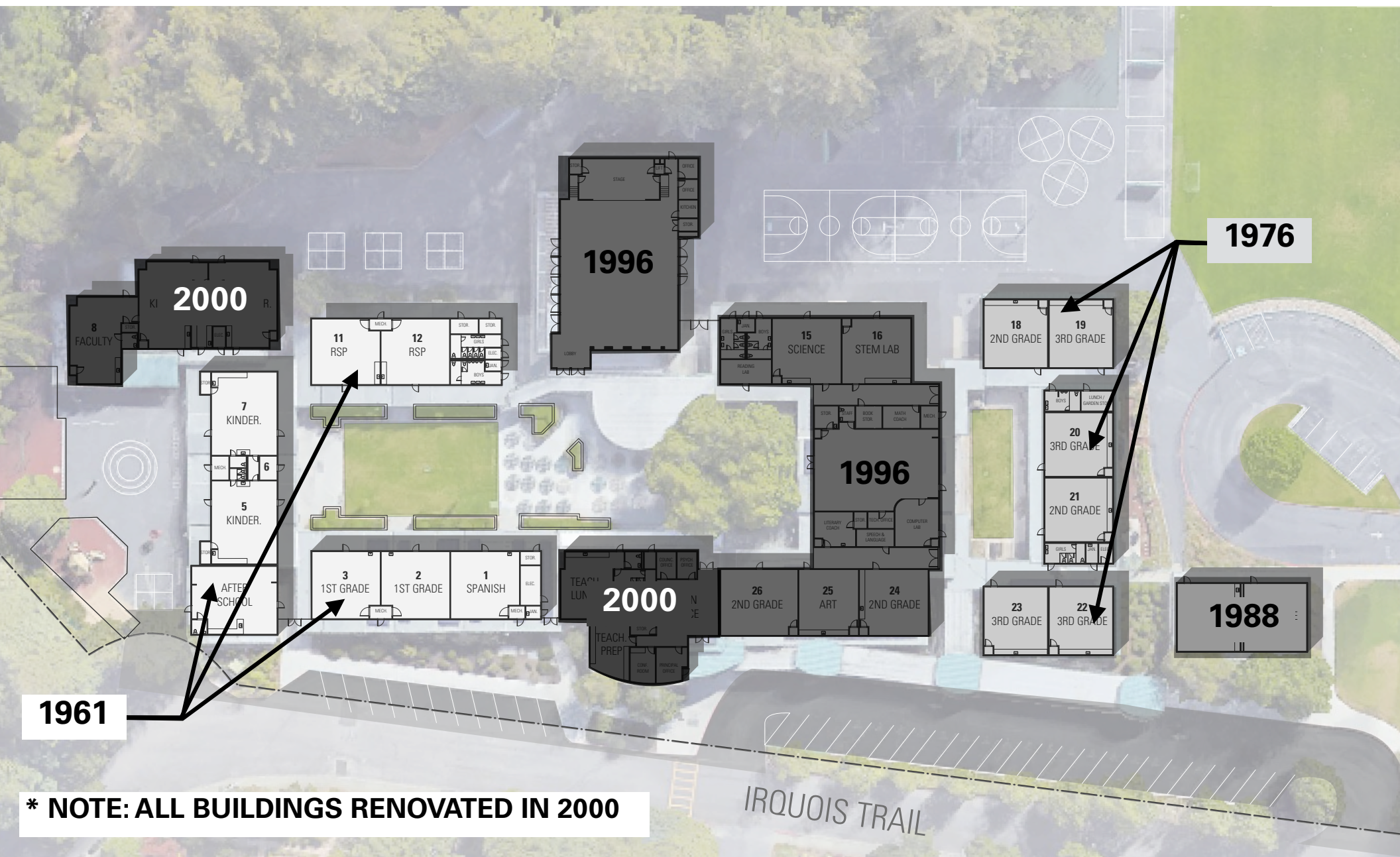
ONLINE COMMUNITY SURVEY INPUT

PVSD RESEARCH & ADDITIONAL INPUT

ADDITIONAL DATA



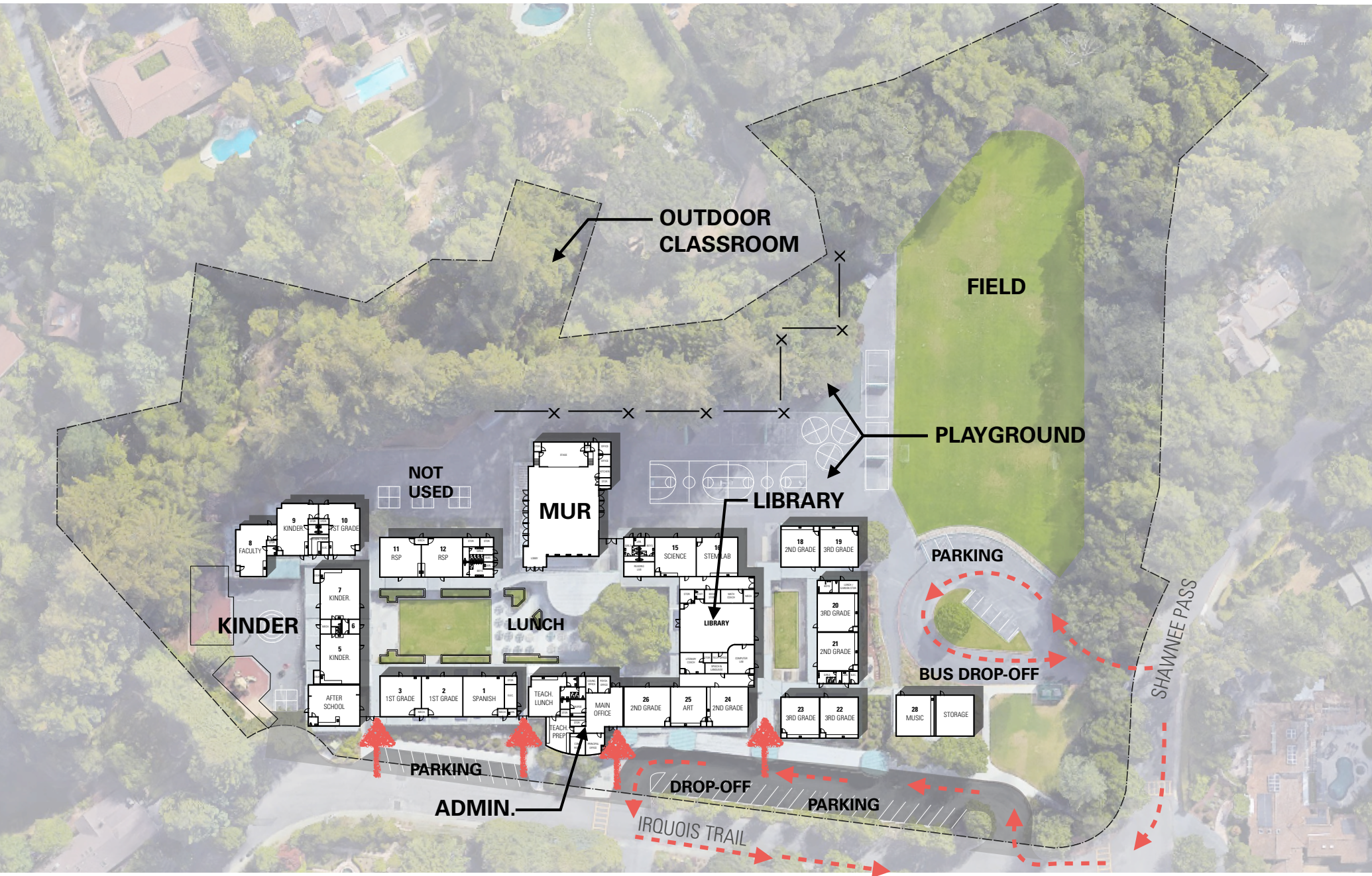
# ORMONDALE CAMPUS - CAMPUS HISTORY



**\* NOTE: ALL BUILDINGS RENOVATED IN 2000**



# ORMONDALE CAMPUS - OVERVIEW





# ORMONDALE CAMPUS - MAIN ENTRANCE





# ORMONDALE CAMPUS - MAIN COURTYARD





# ORMONDALE CAMPUS - MAIN COURTYARD

---





# ORMONDALE CAMPUS - CLASSROOM





# ORMONDALE CAMPUS - MAKER SPACE





# ORMONDALE CAMPUS - MULTI-USE ROOM (MUR)





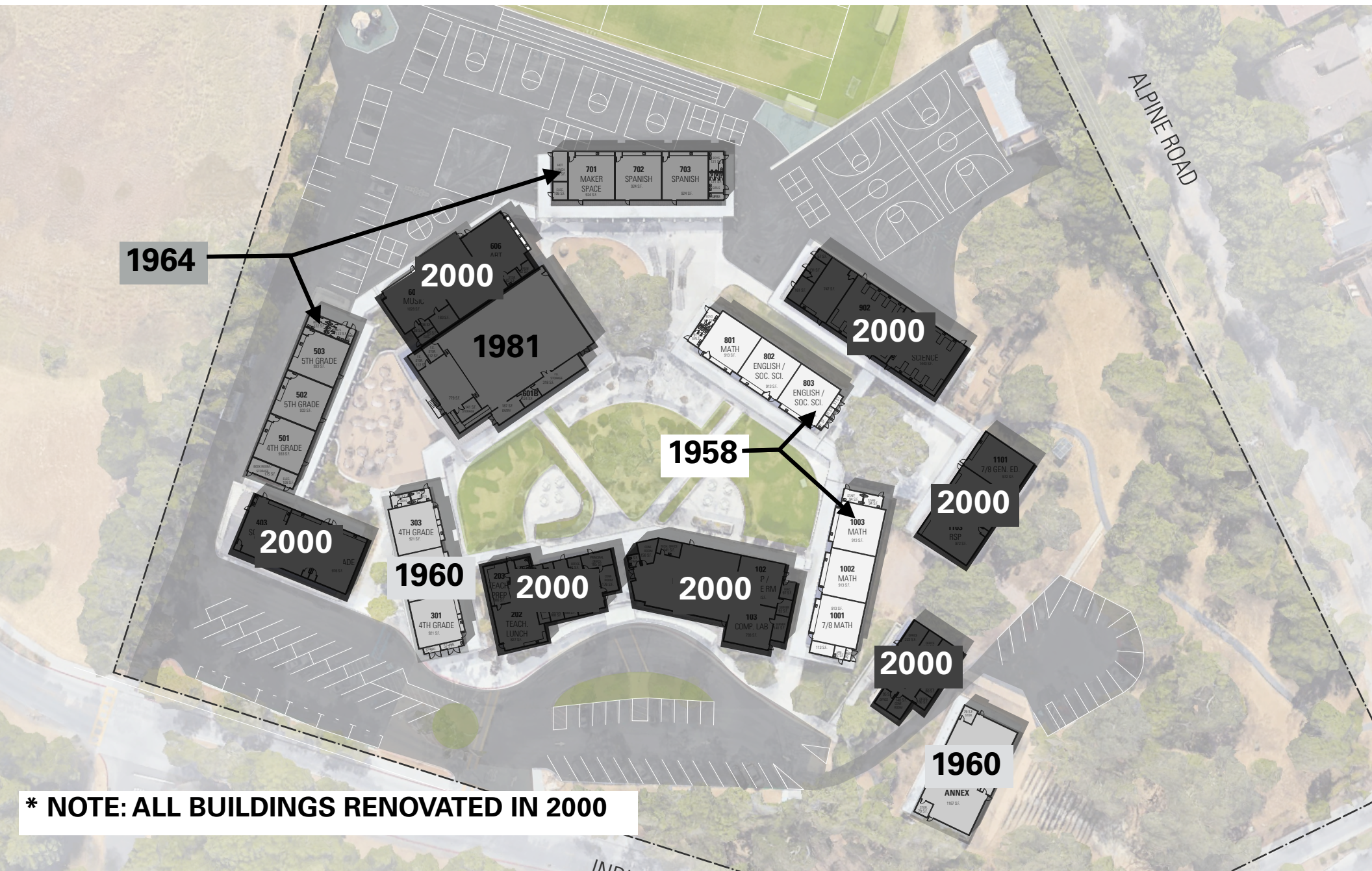
# ORMONDALE CAMPUS - OUTDOOR PLAY SPACES

---





# CORTE MADERA CAMPUS - CAMPUS HISTORY









# CORTE MADERA CAMPUS - MAIN ENTRANCE





# CORTE MADERA CAMPUS - LUNCH AREA





# CORTE MADERA CAMPUS - CENTRAL COURTYARD





# CORTE MADERA CAMPUS - CLASSROOM





# CORTE MADERA CAMPUS - SCIENCE CLASSROOM





# CORTE MADERA CAMPUS - MAKER SPACE





# CORTE MADERA CAMPUS - MULTI-USE ROOM (MUR)





# CORTE MADERA CAMPUS - OUTDOOR PLAY SPACES

---





# CORTE MADERA CAMPUS - ANNEX





# FACILITY ANALYSIS FINDINGS - INFRASTRUCTURE NEEDS

## ORMONDALE CAMPUS:

- RESTROOM UPGRADES (FIXTURES, VENTILATION, FINISHES)
- HVAC UPGRADES IN CLASSROOMS
- REPLACE HVAC UNITS AT MUR AND ADMINISTRATION
- PLUMBING AND WIRING UPGRADES IN OLDER CLASSROOM WINGS
- ACCESSIBILITY / GRADING ISSUES
- LIGHTING UPGRADES THROUGHOUT
- REPAIR / REPLACE FIRE ALARM SYSTEM

## CORTE MADERA CAMPUS:

- RESTROOM UPGRADES (FIXTURES, VENTILATION, FINISHES)
- HVAC UPGRADES IN CLASSROOMS
- REPLACE HVAC UNITS AT LIBRARY AND ADMINISTRATION
- ACCESSIBILITY / GRADING ISSUES
- LIGHTING UPGRADES THROUGHOUT
- REPAIR / REPLACE FIRE ALARM SYSTEM
- STORMWATER DRAINAGE ISSUE
- LEAK ISSUE (LAKE CMS) IN LIBRARY



# AGENDA

## FACILITIES MASTER PLAN PROCESS

## EXISTING FACILITIES ANALYSIS

## COMMUNITY OUTREACH SUMMARY

PORTOLA VALLEY SCHOOL DISTRICT COMMUNITY INPUT

ONLINE COMMUNITY SURVEY INPUT

BROADER PORTOLA VALLEY COMMUNITY INPUT

## DISTRICT-WIDE PLANNING WORKSHOPS

## DEMOGRAPHIC STUDY & CLASSROOM LOADING

## GRADE LEVEL CONFIGURATION DISCUSSION

ONLINE COMMUNITY SURVEY INPUT

PVSD RESEARCH & ADDITIONAL INPUT

ADDITIONAL DATA



# COMMUNITY OUTREACH SUMMARY

## PORTOLA VALLEY SCHOOL DISTRICT COMMUNITY OUTREACH:

- ORMONDALE SCHOOL COMMUNITY MEETING (ADMIN + TEACHERS)
- CORTE MADERA SCHOOL COMMUNITY MEETING (ADMIN + TEACHERS)
- **TWO** PORTOLA VALLEY SCHOOL DISTRICT COMMUNITY MEETINGS (PARENTS + BOARD MEMBERS)





# COMMUNITY OUTREACH SUMMARY



## PORTOLA VALLEY COMMUNITY OUTREACH:

- ONLINE COMMUNITY SURVEY (258 RESPONSES)
- PORTOLA VALLEY COMMUNITY MEETING (NEIGHBORS, COMMUNITY, BOARD)



# AGENDA

FACILITIES MASTER PLAN PROCESS

EXISTING FACILITIES ANALYSIS

**COMMUNITY OUTREACH SUMMARY**

**PORTOLA VALLEY SCHOOL DISTRICT COMMUNITY INPUT**

ONLINE COMMUNITY SURVEY INPUT

BROADER PORTOLA VALLEY COMMUNITY INPUT

DISTRICT-WIDE PLANNING WORKSHOPS

DEMOGRAPHIC STUDY & CLASSROOM LOADING

GRADE LEVEL CONFIGURATION DISCUSSION

ONLINE COMMUNITY SURVEY INPUT

PVSD RESEARCH & ADDITIONAL INPUT

ADDITIONAL DATA



# PORTOLA VALLEY SCHOOL DISTRICT COMMUNITY INPUT

## CLASSROOMS

CONNECT TO OUTDOORS

BREAKOUT SPACES

MAKER SPACE: CONNECT  
TO ART AND SCIENCE

IMPROVE ART, MUSIC &  
SCIENCE CLASSROOMS

## OUTDOOR SPACES

IMPROVE OUTDOOR PLAY/  
FUN EXPERIENCES

BETTER GROUP AND  
INDIVIDUAL SPACES

IMPROVE OUTDOOR  
CLASSROOM RESOURCES

## COMMUNITY SPACES

NEED FULL SIZE  
GYMNASIUM

FLEXIBLE & DEDICATED  
PERFORMING ARTS SPACE

CREATE A STUDENT/  
COMMUNITY  
COLLABORATION SPACE

## CAMPUS

INCREASE SECURITY,  
PERIMETER EDGE

UPDATE SCHOOL &  
DISTRICT SIGNAGE

IDENTITY FOR 4TH-5TH  
GRADE ZONE AT CMS



# PORTOLA VALLEY SCHOOL DISTRICT COMMUNITY INPUT





# PORTOLA VALLEY SCHOOL DISTRICT COMMUNITY INPUT

---

## TOP 10 PRIORITIES FROM SCHOOL COMMUNITY

1. IMPROVING GENERAL INFRASTRUCTURE
2. MULTI-USE PERFORMANCE SPACE
3. MODERNIZE CLASSROOMS: FLEXIBILITY & BREAK-OUT SPACES
4. LARGER MAKER SPACE / CREATIVITY LAB SPACE
5. LARGER GYMNASIUM
6. IMPROVE OUTDOOR EDUCATIONAL SPACES



# AGENDA

FACILITIES MASTER PLAN PROCESS

EXISTING FACILITIES ANALYSIS

**COMMUNITY OUTREACH SUMMARY**

PORTOLA VALLEY SCHOOL DISTRICT COMMUNITY INPUT

**ONLINE COMMUNITY SURVEY INPUT**

BROADER PORTOLA VALLEY COMMUNITY INPUT

DISTRICT-WIDE PLANNING WORKSHOPS

DEMOGRAPHIC STUDY & CLASSROOM LOADING

**GRADE LEVEL CONFIGURATION DISCUSSION**

ONLINE COMMUNITY SURVEY INPUT

PVSD RESEARCH & ADDITIONAL INPUT

ADDITIONAL DATA



# ONLINE COMMUNITY SURVEY INPUT

---

PLEASE IDENTIFY YOUR RELATIONSHIP TO THE SCHOOL DISTRICT:

	NUMBER OF RESPONSES	PERCENTAGE OF TOTAL
STUDENT :	1	0%
BOARD MEMBER :	2	1%
ADMINISTRATOR :	4	1%
TEACHER :	27	10%
COMMUNITY MEMBER :	61	24%
PARENT :	164	64%



# ONLINE COMMUNITY SURVEY INPUT

---

PLEASE RATE THE FOLLOWING AREAS RELATING TO THE PORTOLA VALLEY  
SCHOOL DISTRICT:

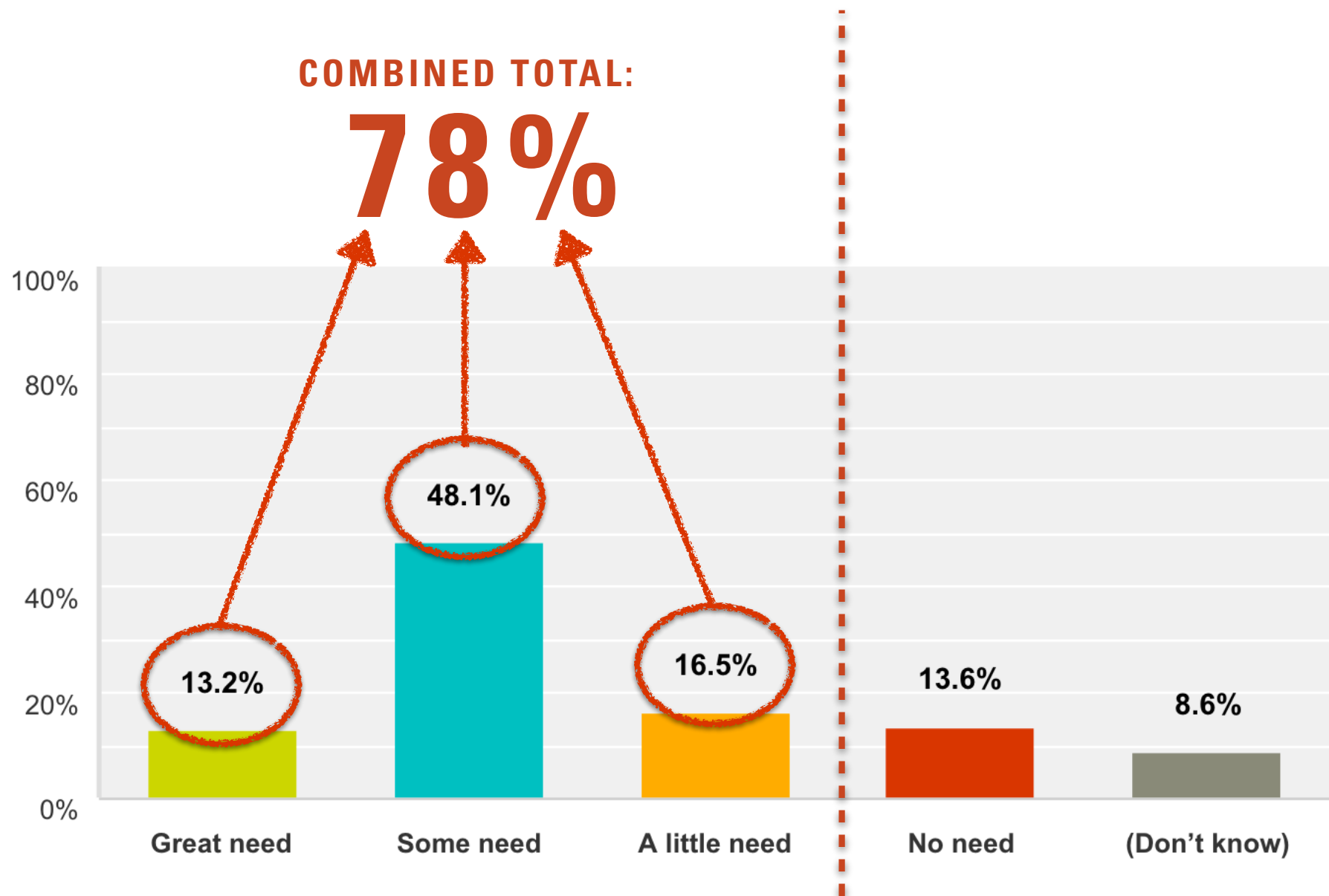
WEIGHTED AVERAGE

RATE THE QUALITY OF PVSD EDUCATIONAL PROGRAMS:	4.28 / 5
RATE THE QUALITY OF PVSD BUILDING AND GROUNDS:	3.86 / 5
RATE THE WELCOMING PRESENCE OF PVSD CAMPUSES IN THE NEIGHBORHOODS:	4.24 / 5



# ONLINE COMMUNITY SURVEY INPUT

## NEED FOR FACILITIES, BUILDING AND GROUND IMPROVEMENTS:





# ONLINE COMMUNITY SURVEY INPUT

---

## TOP 10 PRIORITIES FROM SURVEY (\*TOP PRIORITY FROM SCHOOL COMMUNITY)

**\*1.** MODERNIZE CLASSROOMS: FLEXIBILITY & BREAK-OUT SPACES

**\*2.** IMPROVING GENERAL INFRASTRUCTURE

**3.** MODERNIZE TECHNOLOGY IN CLASSROOMS

**4.** UPGRADE PLAYGROUND AND PLAY STRUCTURES

**\*5.** IMPROVE OUTDOOR EDUCATIONAL SPACES



# ONLINE COMMUNITY SURVEY INPUT

---

## TOP 10 PRIORITIES FROM SURVEY

6. IMPROVE PARKING, PICK-UP AND DROP-OFF
- \*7. LARGER MAKER SPACE / CREATIVITY LAB SPACE
- \*8. MULTI-USE PERFORMANCE SPACE
9. REPAIR SOCCER FIELDS
- 10\* LARGER GYMNASIUM



## ONLINE COMMUNITY SURVEY INPUT

---

PLEASE PROVIDE ANY ADDITIONAL GENERAL COMMENTS OR IDEAS TO CONSIDER RELATED TO FACILITY IMPROVEMENTS AND THE MASTER PLANNING PROCESS:

- “**WHY ARE WE DOING THIS?**... WHAT IS THE NEED? ARE BUILDINGS IN DISREPAIR/ARE THERE CODE VIOLATIONS/ETC.?”
- “...**FIX THE CIRCULATION** OF CARS FOR DROP OFF AND PICK UP AT CORTE MADERA”
- “...SPEND MORE MONEY TO BRING THE **BEST TEACHERS** TO CORTE MADERA”
- “PUT OUR MONEY INTO THE **CORE EDUCATIONAL PROGRAMS** AND INFRASTRUCTURE.”
- “**BUDGET ... COULD SIGNIFICANTLY IMPACT PRIORITIES.**”
- “EVEN THOUGH THERE IS A CONCERTED EFFORT TO **SEPARATE GRADES 4-5 FROM 6-8**, IS IT IMPOSSIBLE TO MAKE IT STILL FEEL LIKE ELEMENTARY SCHOOL?”



# AGENDA

FACILITIES MASTER PLAN PROCESS

EXISTING FACILITIES ANALYSIS

**COMMUNITY OUTREACH SUMMARY**

PORTOLA VALLEY SCHOOL DISTRICT COMMUNITY INPUT

ONLINE COMMUNITY SURVEY INPUT

**BROADER PORTOLA VALLEY COMMUNITY INPUT**

DISTRICT-WIDE PLANNING WORKSHOPS

DEMOGRAPHIC STUDY & CLASSROOM LOADING

**GRADE LEVEL CONFIGURATION DISCUSSION**

ONLINE COMMUNITY SURVEY INPUT

PVSD RESEARCH & ADDITIONAL INPUT

ADDITIONAL DATA



# BROADER PORTOLA VALLEY COMMUNITY INPUT

GRADE LEVEL  
CONFIGURATION

SCHOOLS

DEFERRED MAINTENANCE

ENHANCED EDUCATIONAL  
PROGRAMS

BRING THE OUTSIDE IN

UPDATE SCIENCE & MAKER  
SPACES

CREATE INSPIRING SPACES

ACCOMMODATE  
FLUCTUATION IN  
STUDENT POPULATION

COMMUNITY

WHY RIGHT NOW?

CONSIDER CURRENT  
BONDS & PARCEL TAXES

STRENGTHEN  
RELATIONSHIP BETWEEN  
SCHOOL & COMMUNITY

TRANSPORTATION ISSUES

COORDINATE WITH PV  
MASTER PLAN



# AGENDA

## FACILITIES MASTER PLAN PROCESS

## EXISTING FACILITIES ANALYSIS

## COMMUNITY OUTREACH SUMMARY

PORTOLA VALLEY SCHOOL DISTRICT COMMUNITY INPUT

ONLINE COMMUNITY SURVEY INPUT

BROADER PORTOLA VALLEY COMMUNITY INPUT

## DISTRICT-WIDE PLANNING WORKSHOPS

## DEMOGRAPHIC STUDY & CLASSROOM LOADING

## GRADE LEVEL CONFIGURATION DISCUSSION

ONLINE COMMUNITY SURVEY INPUT

PVSD RESEARCH & ADDITIONAL INPUT

ADDITIONAL DATA



# FACILITY MASTER PLAN: GUIDING PRINCIPLES

- Configurable Classroom (Flexible Learning Environments)

- Lighting - Natural with shades

- Collaboration - Garden with glass space  
Physical Proximity of Grade levels

## Student Flow

A

- Student from

- Ownership of Classroom - both students/teacher

- Equitable - standard of technology - Front/Back/Side  
All students have same experiences

- Different Types of desk

- Conversation, get "dirty"  
Modular Spaces  
Varying experiences

- Wall Space - Student Display -  
Celebrate learning

- Makerspace - Creativity - open to community

- Tutor space - smaller meeting spaces

- Thinking rooms - near classroom cluster  
smaller space

- Specific groups, ie boy/girls/needs in mind for meeting spaces

- Full Day 7:30am - 9:00pm

- Outdoor Safety - security  
Balance of openness and safety/security

Professional

Tools/boards

• Green table - low collaborative room  
with electronic  
and lighting

Proximity to pairs

- Student centered A

- Sustainability B

- Ecological

→ Maintenance

- Flexibility/Durability

- Campus as community center - "school community"

D1

- "PV" community

- smaller group community spaces

- student learning - intimacy

- Safety/Security F

- not great for visibility - site lines

- ORM → has gates but open w/ students are present

- CMS → completely exposed

- Lighting

- Collaboration as a means.

F

- SpEd, RSP, Reading + Math interventions

- small spaces - Indoor/Outdoor (but still supervised)

- Break out opportunity spaces

- Meeting spaces

G OUTDOORS

## Priorities

- \* A Kids learning 1st (CORE LEARNING)

- \* B aesthetic consistent w/ PV  
and durable

- \* A1. "SPARK" a place for every kid.

• different opportunities for different kids.

• every kid has somewhere to be.

• eg. if a kid wants to read outside, is there a warmish place to sit.

- \* D good community relations

• community can use facilities

• they get their \$\$\$ worth: operating + maintenance part of budget

• messaging is well managed.

• congestion - drop off + pick up + parking.

- \* F flexible

• able to deal with demographic bubbles

• able to deal with program changes

• for numbers of children in class/ team teaching/ community experts

• lighting



# FACILITY MASTER PLAN: GUIDING PRINCIPLES

---

**A Kids' learning comes first:**  
STUDENT CENTERED, CORE-EDUCATION, FIND THEIR "SPARK"

**B The Portola Valley aesthetic:**  
RURAL NATURE, SUSTAINABLE, DURABLE

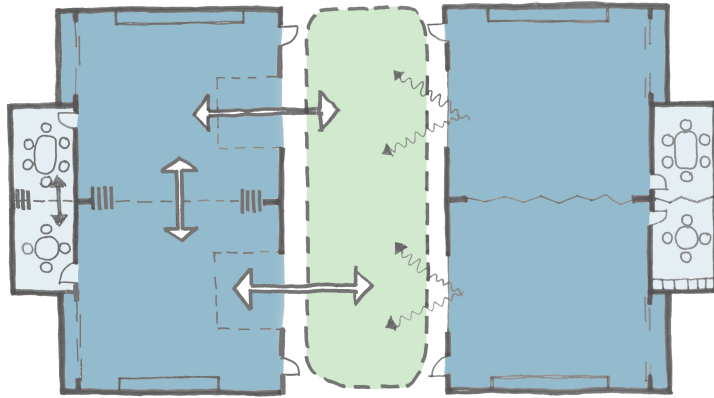
**C Cultivate strong community relations:**  
COMMUNITY HUB, RELEVANT

**D Create an adaptable campus:**  
FLEXIBLE, SCALABLE

**E Improve Campus Safety & Security:**  
SECURELY LOCK CORE, INVITE COMMUNITY

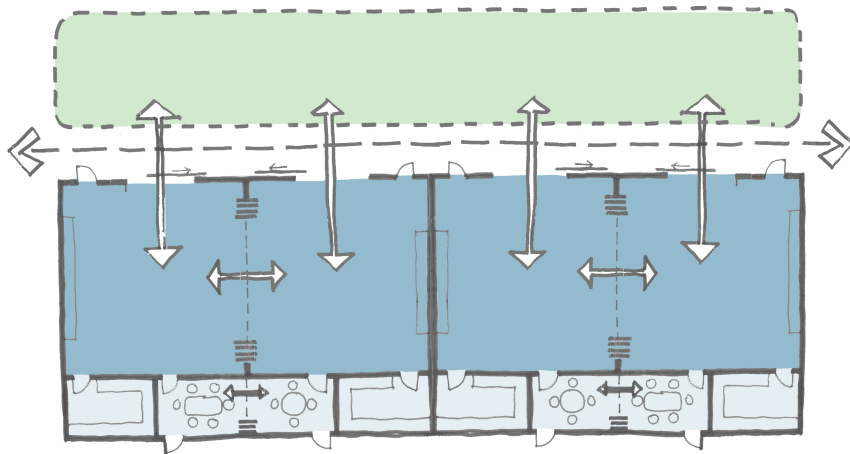


# CLASSROOM DESIGN & ORGANIZATION



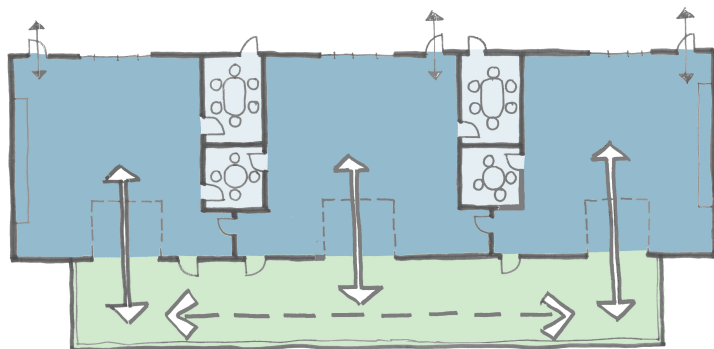
**CLUSTER GRADE LEVELS**

**SHARED OUTDOOR BREAKOUT SPACE**



**CONNECT CLASSROOMS - OPEN WALL  
BETWEEN**

**SMALL GROUP BREAKOUT SPACES - SHARED  
BETWEEN CLASSROOMS**



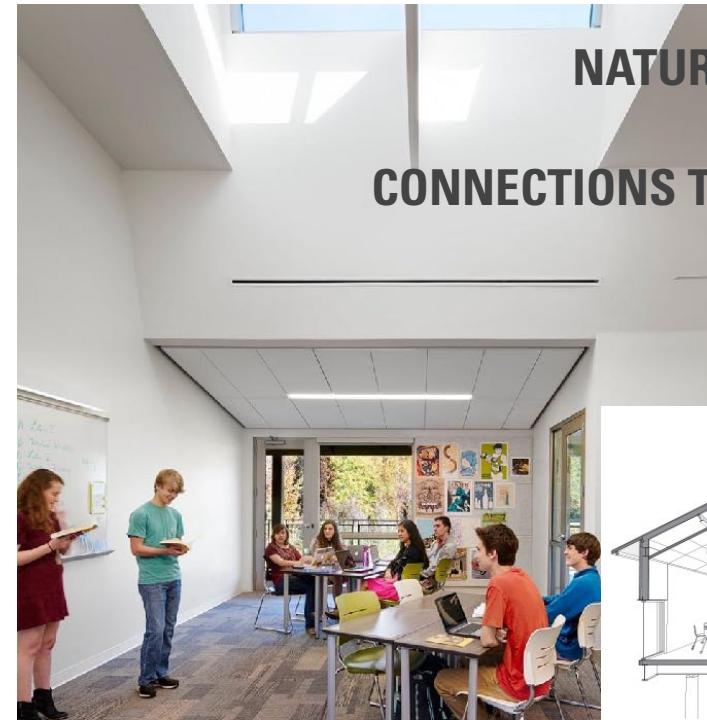
**DEDICATED OUTDOOR SPACES (DECKS) FOR  
CLASSROOMS**



# CLASSROOM DESIGN & ORGANIZATION



EXISTING CONSTRAINTS



NATURAL DAYLIGHT  
CONNECTIONS TO OUTDOORS



SECTION PERSPECTIVE A - A



POTENTIAL IMPROVEMENTS



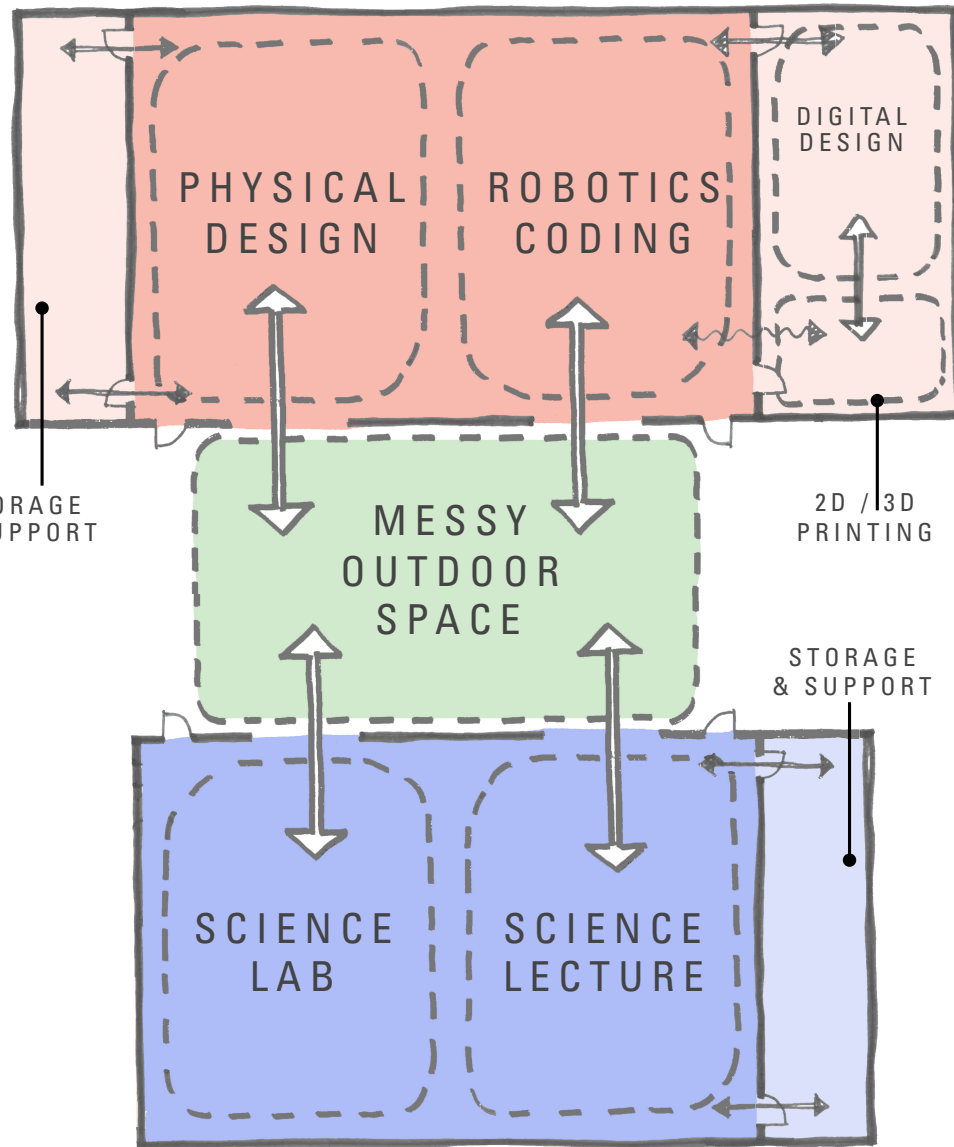
SMALL GROUP BREAKOUT SPACES

FLEXIBILITY



# SCIENCE & MAKER SPACE DESIGN & ORGANIZATION

## MAKER SPACE DIAGRAM



CENTRALLY LOCATED ON CAMPUS

LARGER SPACE - VARIOUS OF ZONES

MORE STORAGE

DEDICATED OUTDOOR 'MESSY' SPACE

FLEXIBLE INFRASTRUCTURE & FURNITURE

## SCIENCE CLASSROOM DIAGRAM

LAB SPACE + LECTURE SPACE



# SCIENCE & MAKER SPACE DESIGN & ORGANIZATION



EXISTING CONSTRAINTS



**FLEXIBLE INFRASTRUCTURE & FURNITURE**  
**MORE SPACE**



POTENTIAL IMPROVEMENTS



**CONNECTION TO OUTDOORS**  
**LAB SPACE + LECTURE SPACE**



# MULTI-USE ROOM: EXISTING CONSTRAINTS



**TOO SMALL - COURTS  
AREN'T REGULATION**

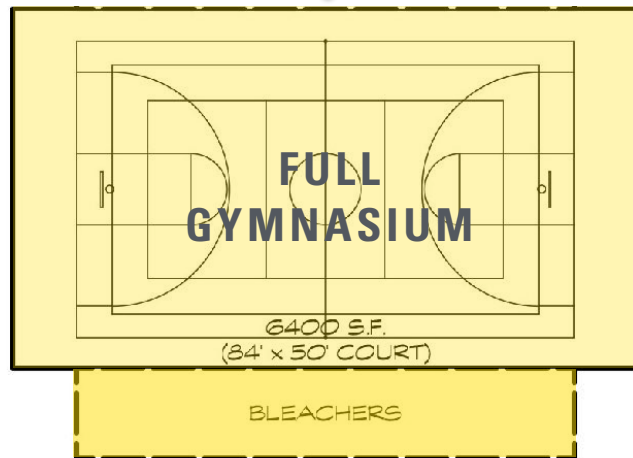
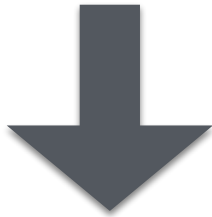
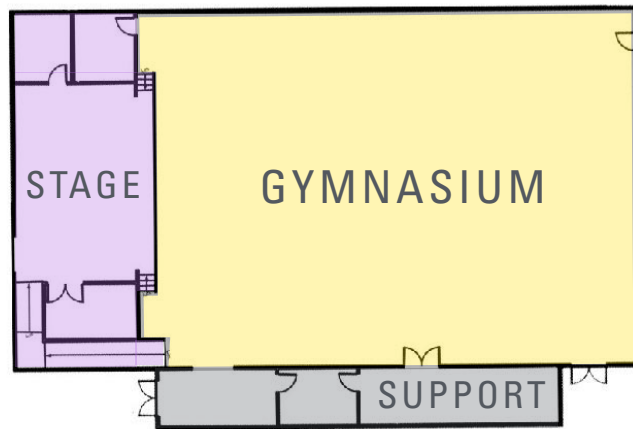
**NOT ENOUGH SEATING**

**ONE SPACE FOR GYM AND  
PERFORMANCES -  
NOT RIGHT AESTHETIC,  
SIZE, ACOUSTICS**

**OVERBOOKED - LIMITS  
"MULTI-USE"**



# MULTI-USE ROOM: CONVERT TO GYMNASIUM



**SIZED FOR REGULATION COURTS**

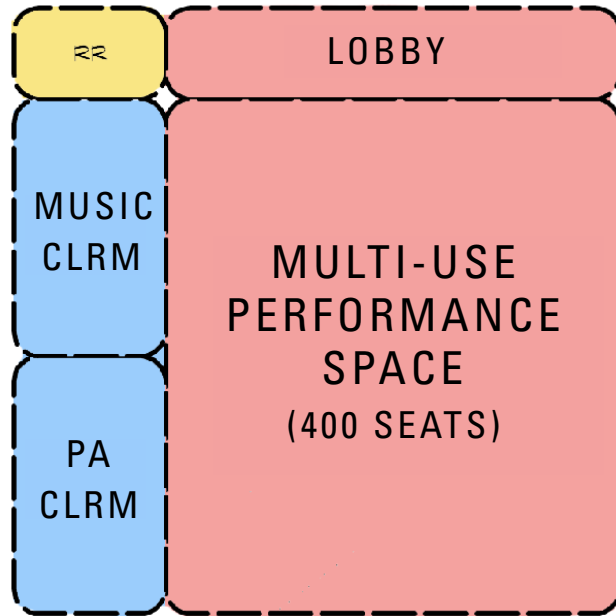
**FLEXIBLE SEATING AND SIZE CONFIGURATIONS**

**BRING IN NATURAL LIGHT AND CONNECT TO OUTDOORS**

**DEDICATED SPACE FOR PE**



# NEW MULTI-USE PERFORMING ARTS SPACE



**SPACE DEDICATED FOR PERFORMANCES,  
MEETINGS, GALLERY**

**FLEXIBLE SEATING CONFIGURATIONS AND  
SCALE**

**OPEN FOR COMMUNITY USE**

**WARM & WELCOMING AESTHETIC**

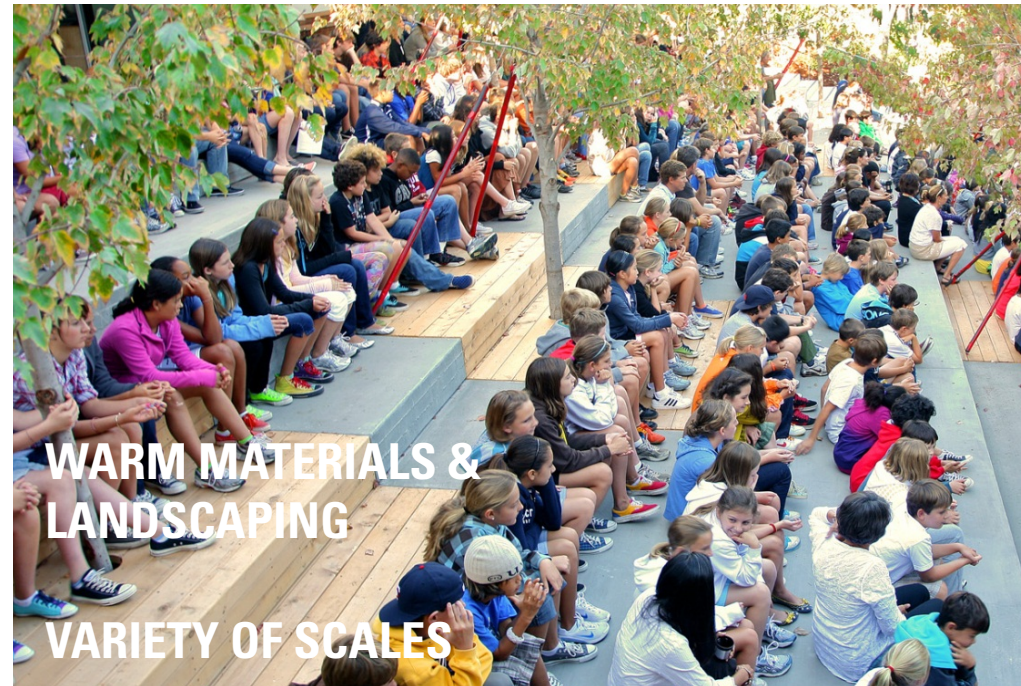




# OUTDOOR SPACE DESIGN & ORGANIZATION



EXISTING CONSTRAINTS

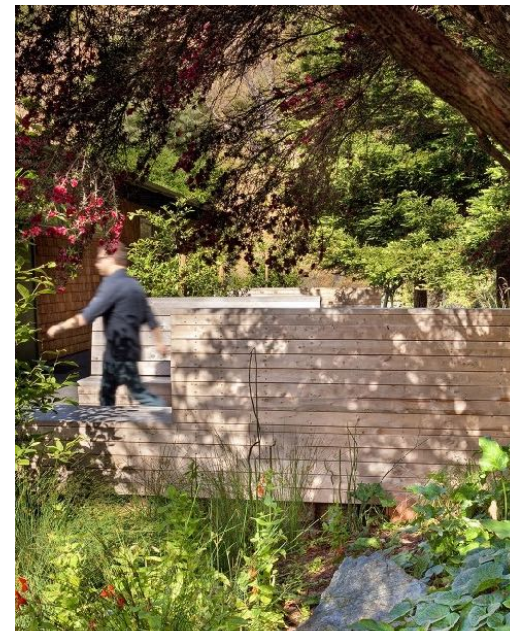


WARM MATERIALS &  
LANDSCAPING

VARIETY OF SCALES



POTENTIAL IMPROVEMENTS

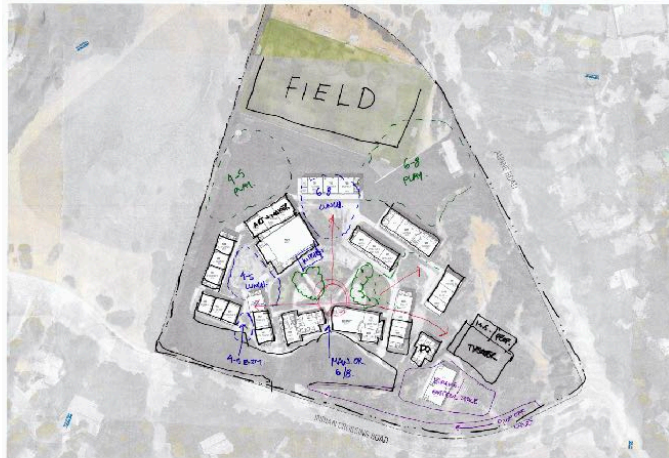


IN VIEW OF  
CLASSROOMS

VARIETY OF GROUP  
GATHERING SPACES



# PLANNING WORKSHOP: EMERGING PROJECTS + SITE PLANS





# ORMONDALE CAMPUS: LIST OF PROPOSED PROJECTS

## MODERNIZE AGING INFRASTRUCTURE:

- DEFERRED MAINTENANCE UPGRADES
- HVAC & LIGHTING UPGRADES
- RESTROOM RECONFIGURATION AND UPGRADES
- **DEMO & REPLACE OLD CLASSROOM BUILDINGS**

## TRANSFORMING THE CLASSROOM:

- **FLEXIBLE BREAKOUT SPACES (INDOOR & OUTDOOR)**
- FLEXIBLE FURNITURE
- TECHNOLOGY UPGRADES

## MUR & LUNCH AREA IMPROVEMENTS:

- CONNECT MUR TO REDWOOD FOREST AND PLAYGROUNDS
- **ADD PERMANENT MUSIC CLASSROOM**
- **EXPAND KITCHEN & STORAGE SPACES**
- FLEXIBLE TIERED SEATING

## MAKER & SCIENCE SPACES:

- **BUILD NEW OR EXPAND MAKER SPACE AND SCIENCE LAB**
- CREATE DEDICATED OUTDOOR MESSY SPACE

## OUTDOOR EDUCATIONAL SPACES:

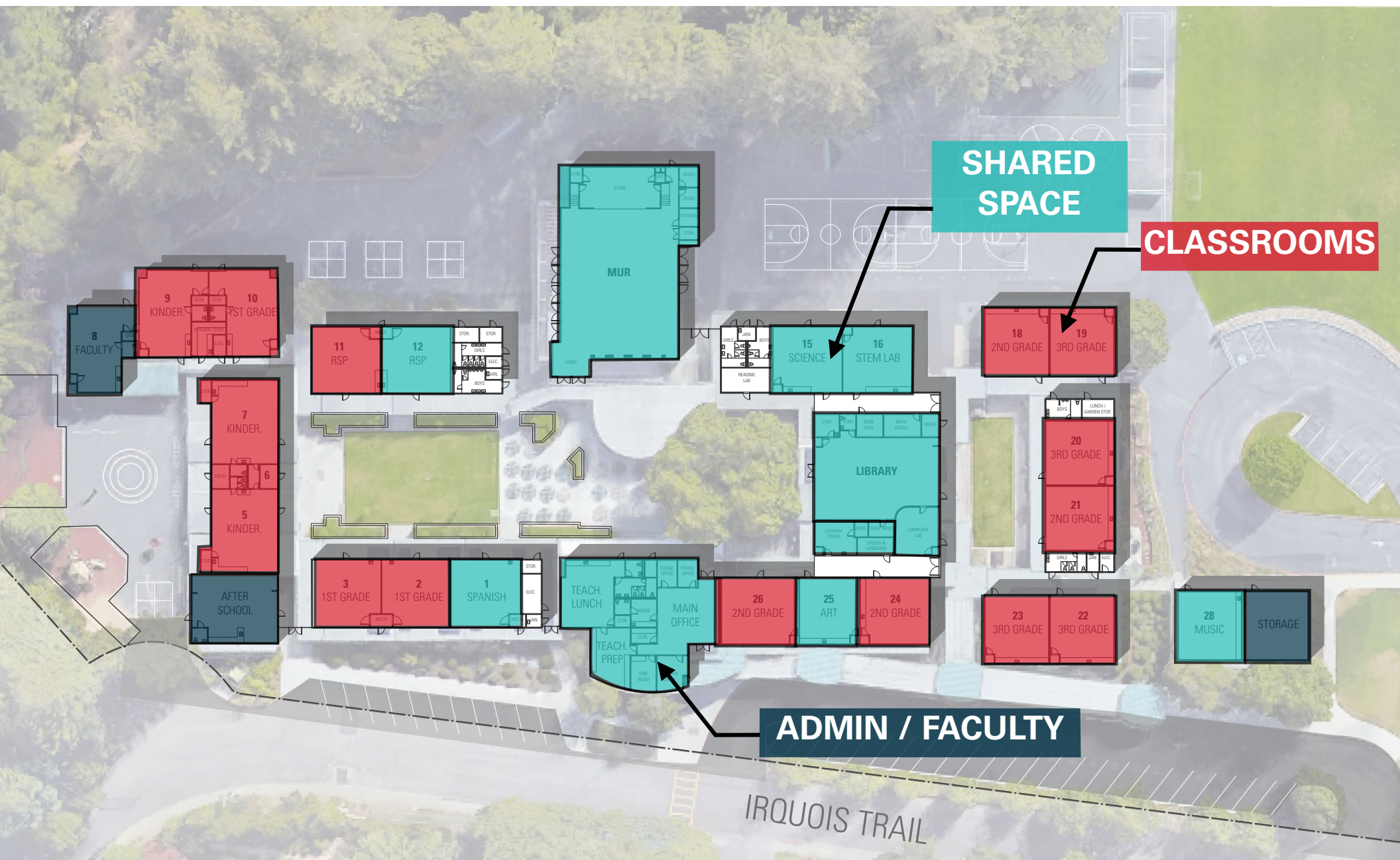
- **OUTDOOR GATHERING SPACE FOR WHOLE SCHOOL**
- **IMPROVED OUTDOOR EDUCATIONAL SPACES (ADJACENT TO GRADE CLUSTERS)**
- **GARDEN SPACE ADJACENT TO 2ND GRADE CLASSROOMS**

## SITE SAFETY & SECURITY IMPROVEMENTS:

- **RECONFIGURE BUS DROP-OFF**
- SECURE CAMPUS CORE (INCLUDING 2ND/3RD GRADE WINGS)



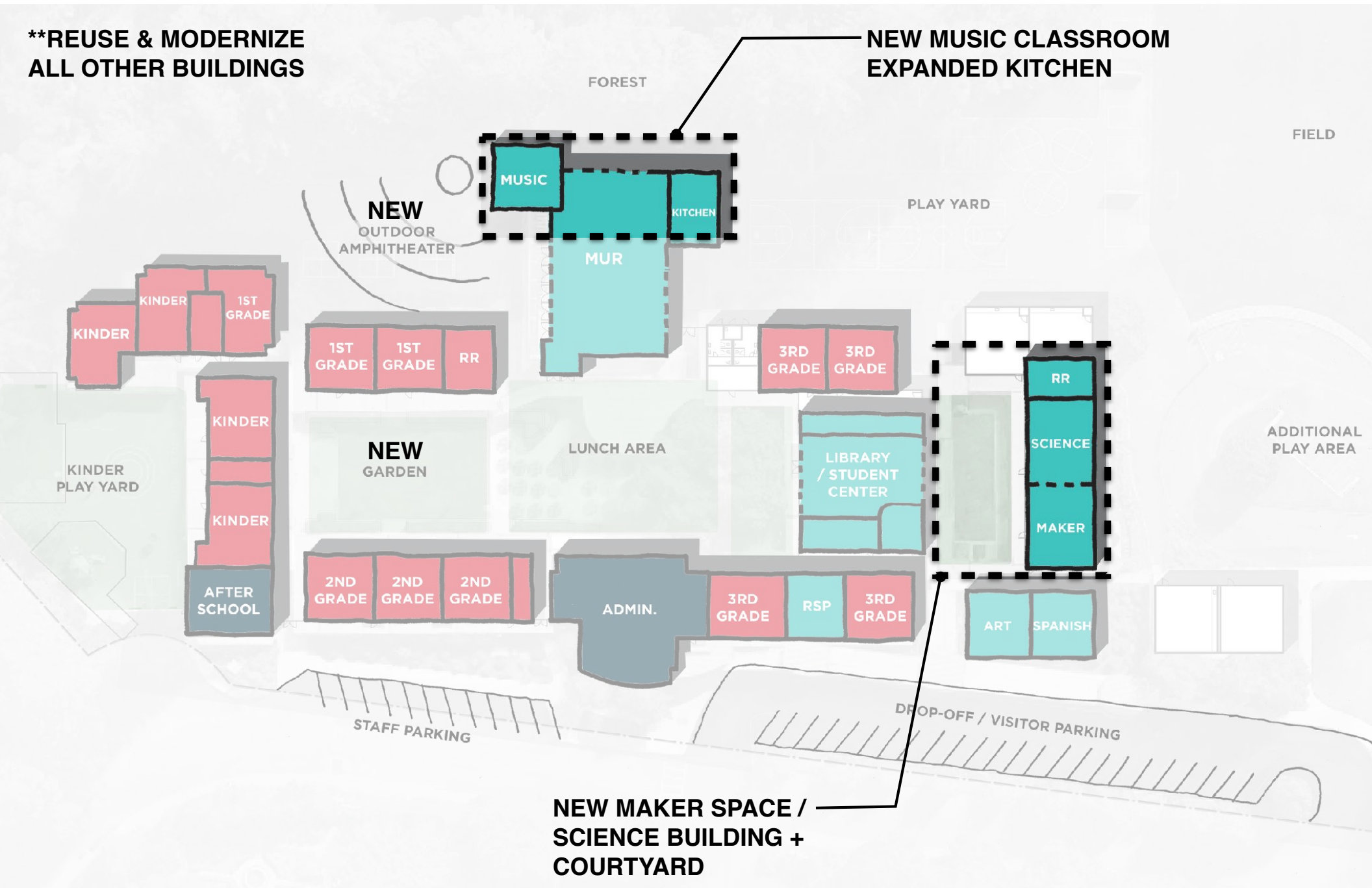
# EXISTING ORMONDALE CAMPUS





# ORMONDALE CAMPUS - SITE DESIGN OPTION #1

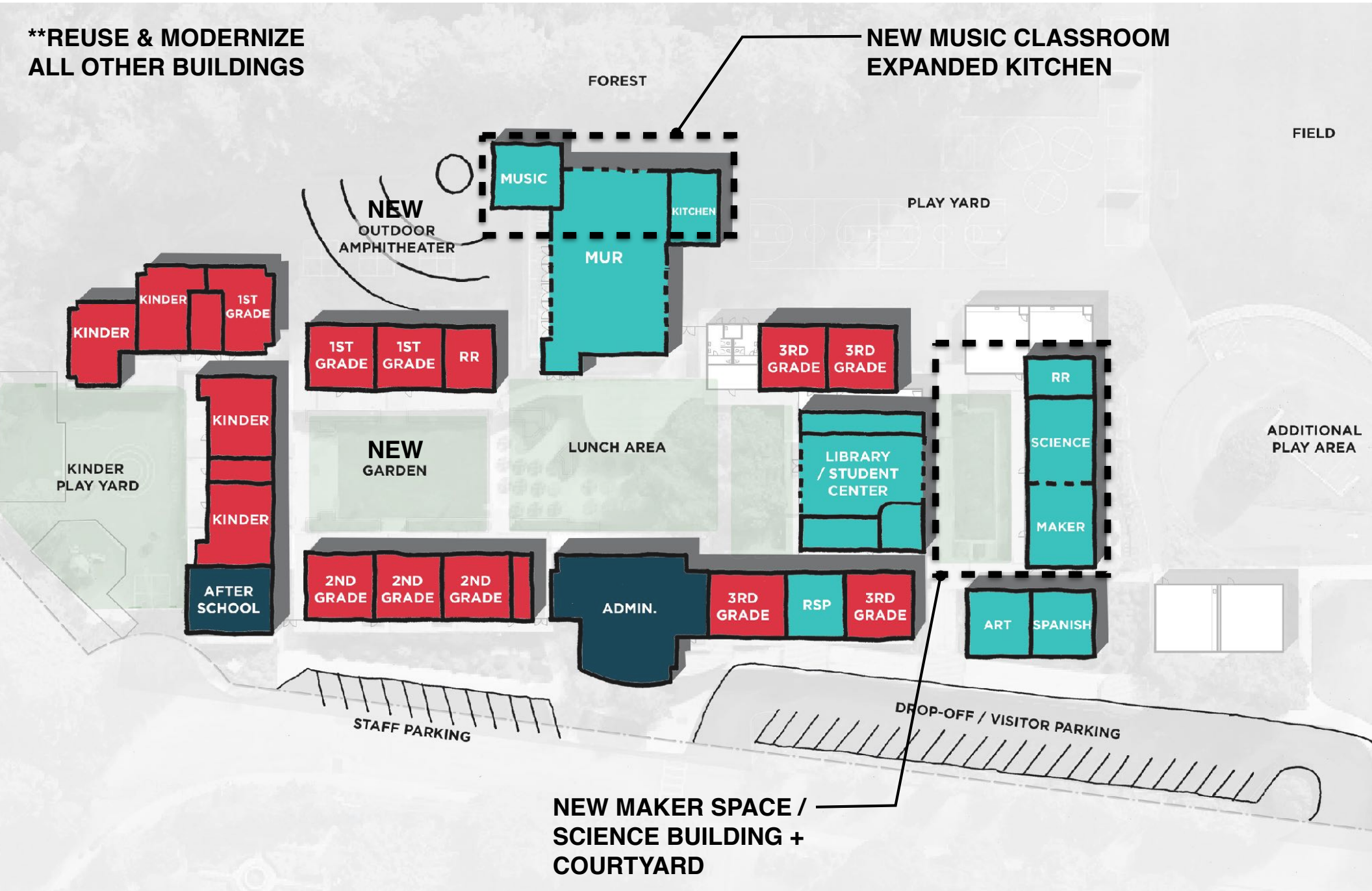
**\*\*REUSE & MODERNIZE  
ALL OTHER BUILDINGS**





# ORMONDALE CAMPUS - SITE DESIGN OPTION #1

**\*\*REUSE & MODERNIZE  
ALL OTHER BUILDINGS**





**NEW MUSIC CLASSROOM  
EXPANDED KITCHEN**

**NEW COVERED OUTDOOR  
& GARDEN SPACES**

**NEW OUTDOOR EDUCATIONAL SPACE**

**NEW OUTDOOR AMPHITHEATER**

**NEW CLASSROOM BUILDINGS**

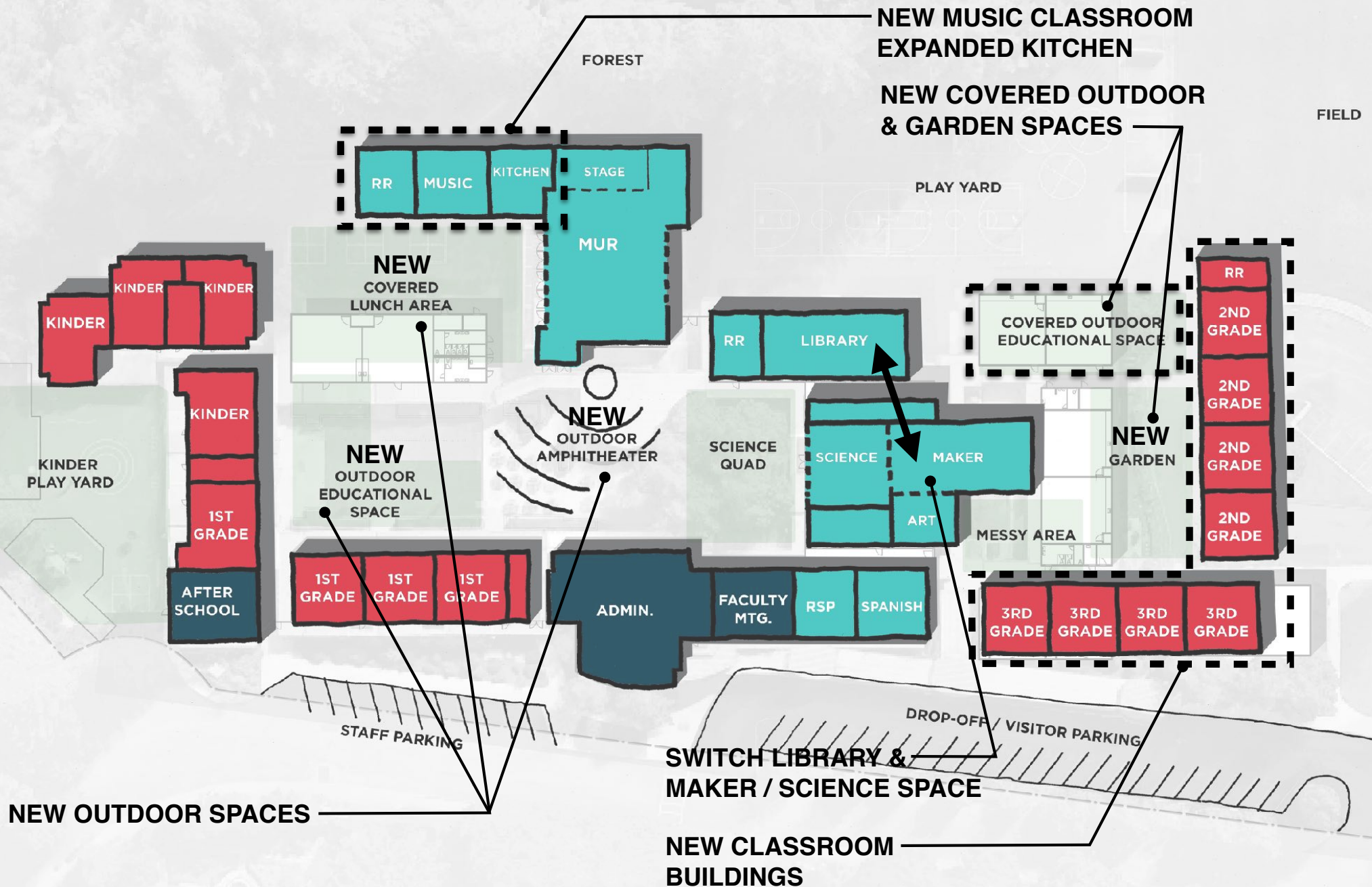
**NEW OUTDOOR SPACES**

**SWITCH LIBRARY & MAKER / SCIENCE SPACE**

Labels on the plan include: KINDER, 1ST GRADE, AFTER SCHOOL, 1ST GRADE, ADMIN., FACULTY MTG., RSP, SPANISH, SCIENCE, MAKER, ART, LIBRARY, RR, MUR, STAGE, KITCHEN, MUSIC, RR, 2ND GRADE, 3RD GRADE, COVERED OUTDOOR EDUCATIONAL SPACE, NEW GARDEN, MESSY AREA, PLAY YARD, FIELD, STAFF PARKING, DROP-OFF / VISITOR PARKING, FOREST.



# ORMONDALE CAMPUS - SITE DESIGN OPTION #2





# CORTE MADERA CAMPUS: LIST OF PROPOSED PROJECTS

## **MODERNIZE AGING INFRASTRUCTURE:**

- DEFERRED MAINTENANCE UPGRADES
- HVAC & LIGHTING UPGRADES
- RESTROOM RECONFIGURATION AND UPGRADES
- **DEMO & REPLACE OLD CLASSROOM BUILDINGS**
- **DEMOLISH ANNEX BUILDING**

## **TRANSFORMING THE CLASSROOM:**

- **FLEXIBLE BREAKOUT SPACES (INDOOR & OUTDOOR)**
- FLEXIBLE FURNITURE
- TECHNOLOGY UPGRADES
- CREATE CONNECTIONS BETWEEN CLASSROOMS

## **GYM & PERFORMANCE SPACES:**

- **RECONFIGURE MUR (OR BUILD NEW) TO ACCOMMODATE FULL SIZE COURTS**
- **CREATE A FLEXIBLE PERFORMANCE SPACE**

## **MAKER & SCIENCE SPACES:**

- **BUILD NEW OR EXPAND MAKER SPACE AND SCIENCE LAB**
- CREATE DEDICATED OUTDOOR MESSY SPACE

## **OUTDOOR EDUCATIONAL & PLAY SPACES:**

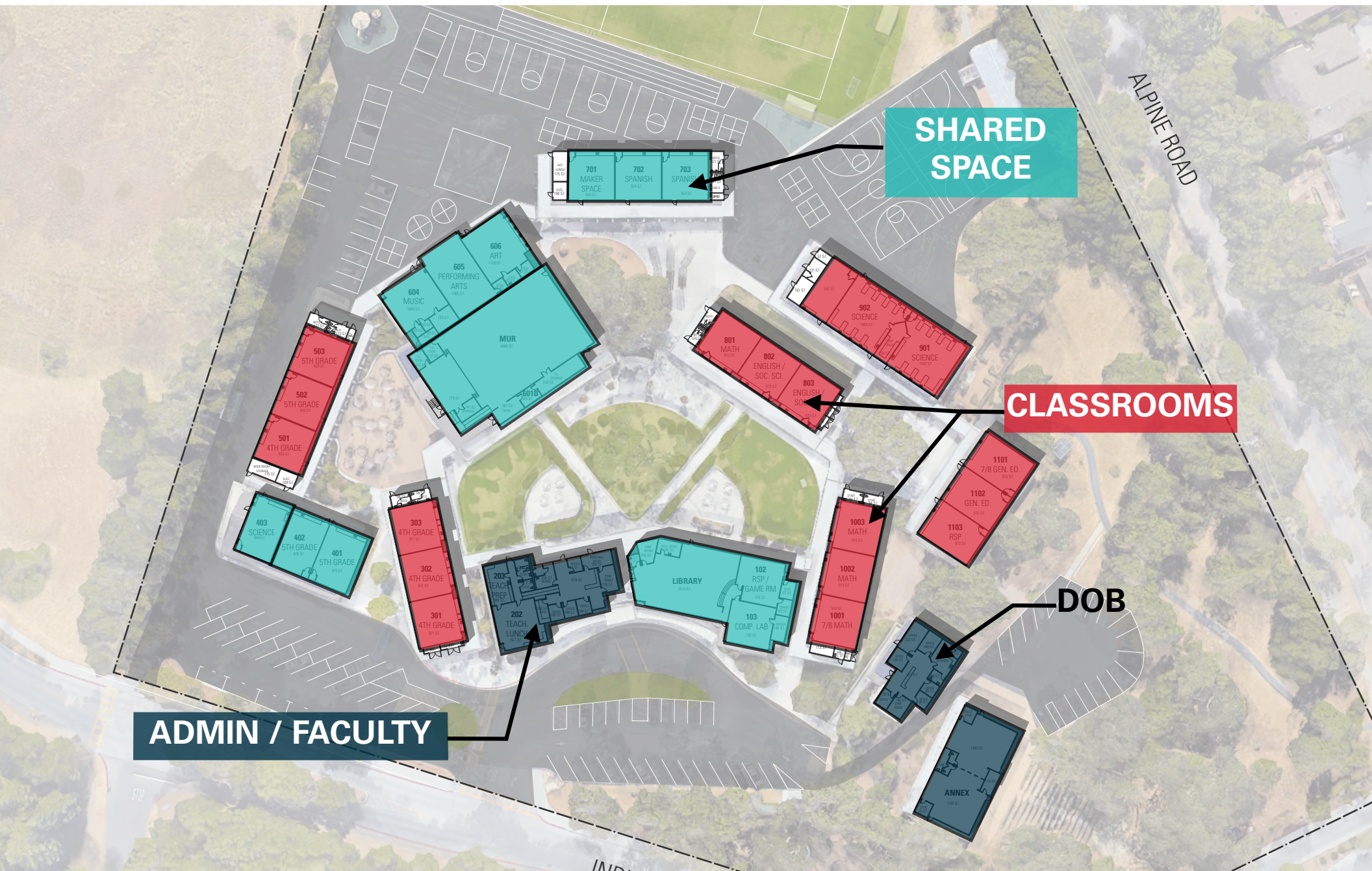
- **OUTDOOR GATHERING SPACE FOR 4TH/5TH GRADES**
- **OUTDOOR GATHERING SPACE FOR 6TH-8TH GRADES**
- IMPROVED OUTDOOR EDUCATIONAL SPACES
- **BETTER DEFINED PLAY AND LUNCH SPACES FOR 4TH/5TH GRADES AND 6TH-8TH GRADES**

## **SITE SAFETY & SECURITY IMPROVEMENTS:**

- **RECONFIGURE DROP-OFF**
- REPAIR SOCCER FIELD
- SECURE CAMPUS CORE

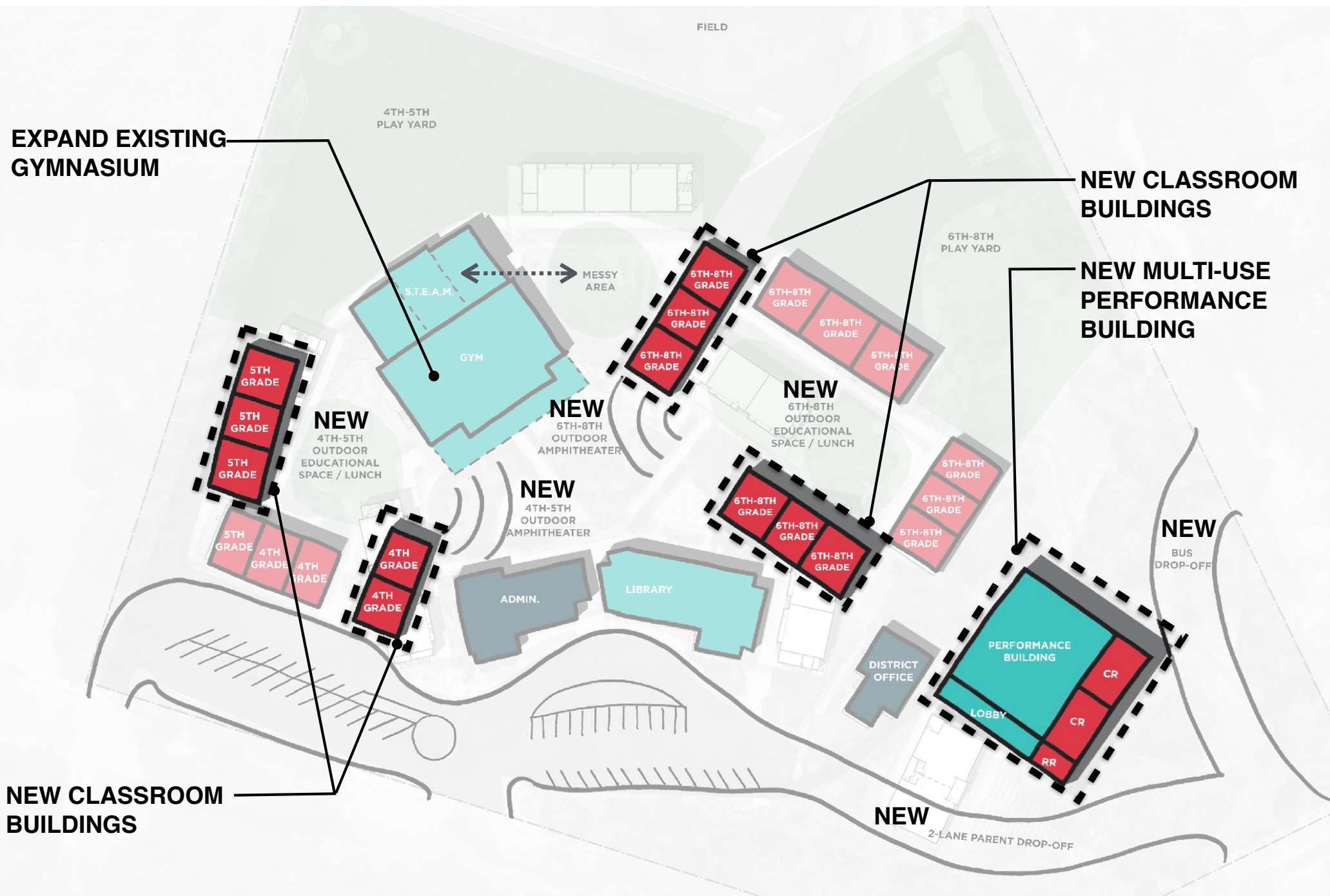


# EXISTING CORTE MADERA CAMPUS



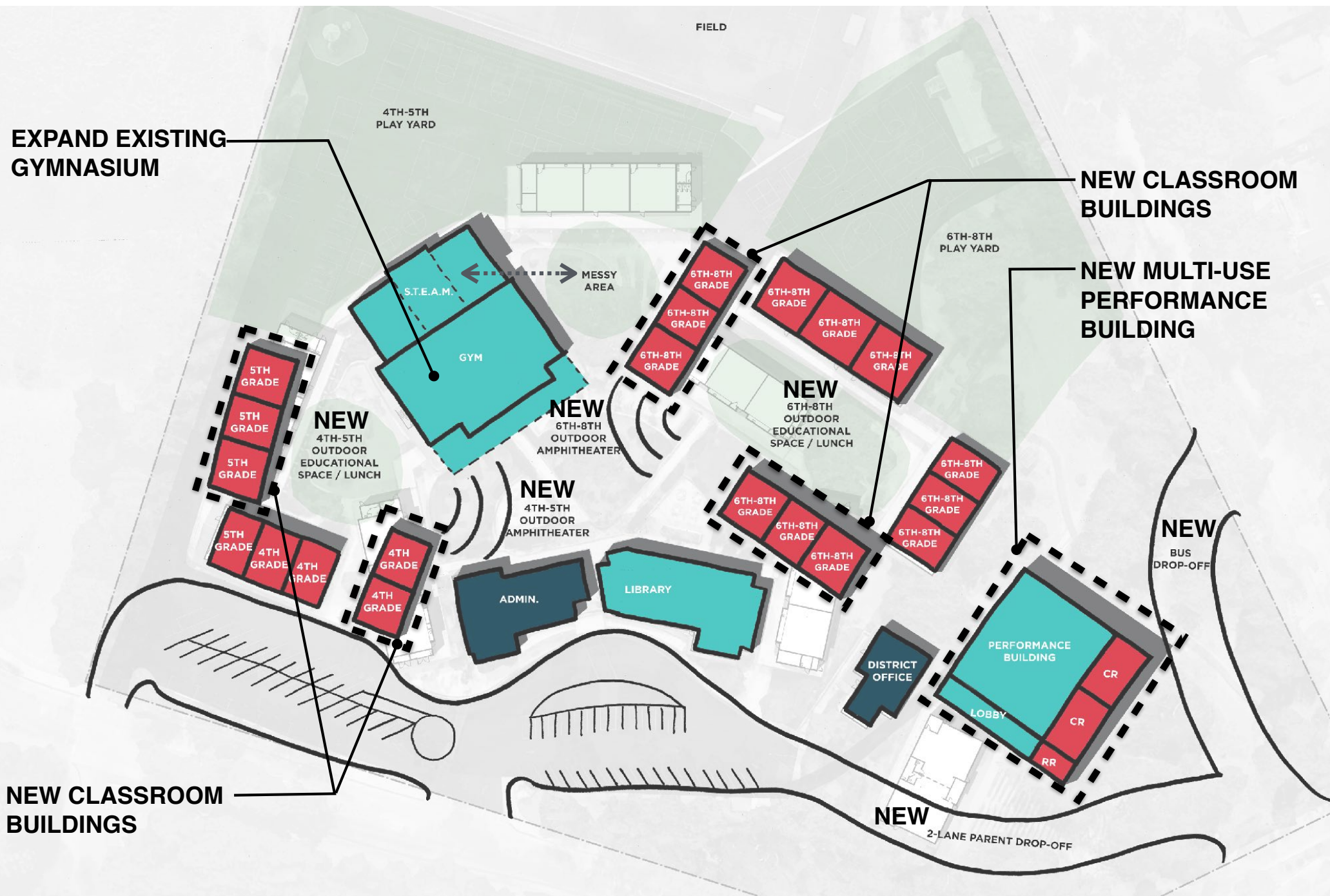


# CORTE MADERA CAMPUS - SITE DESIGN OPTION #1



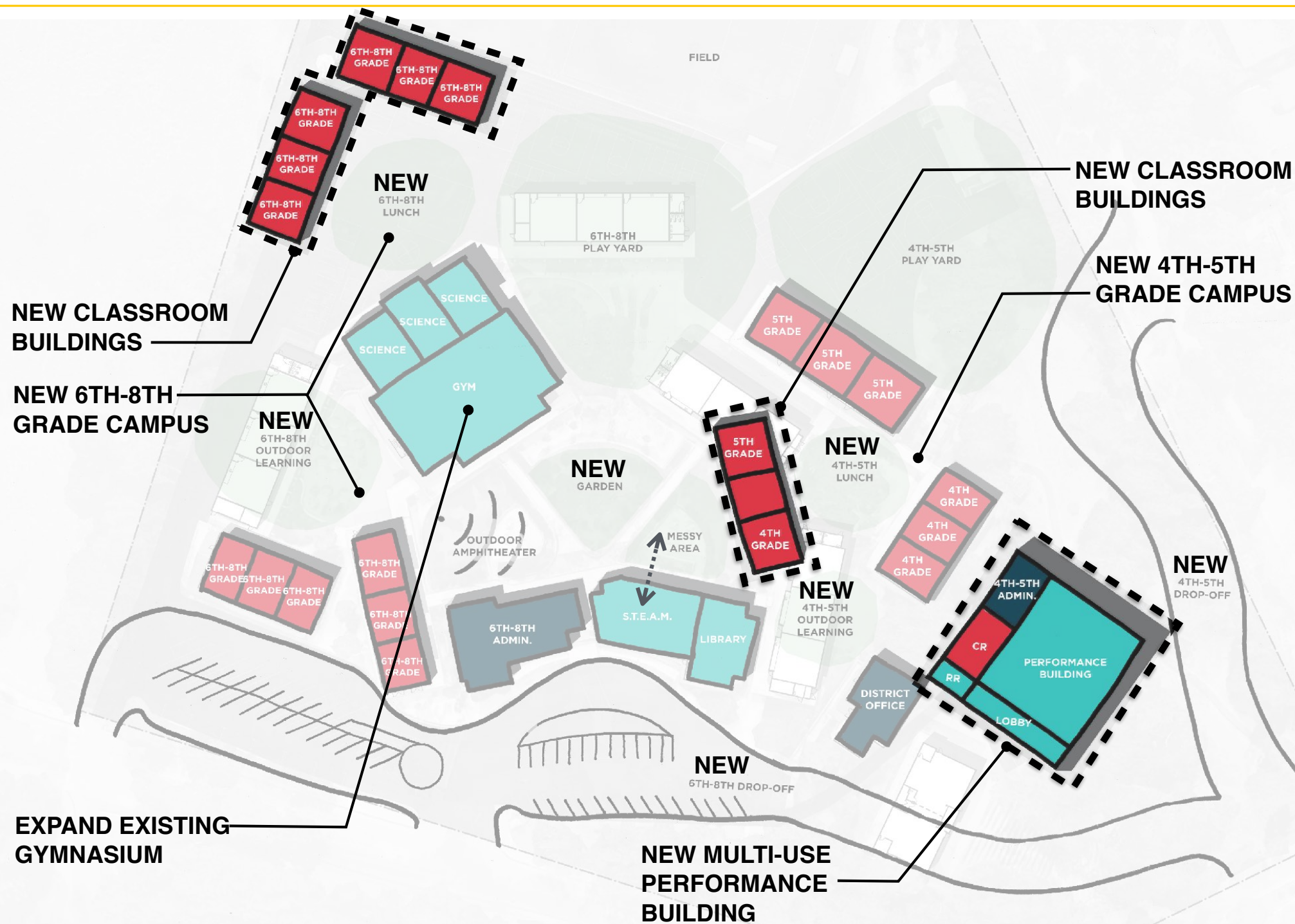


# CORTE MADERA CAMPUS - SITE DESIGN OPTION #1



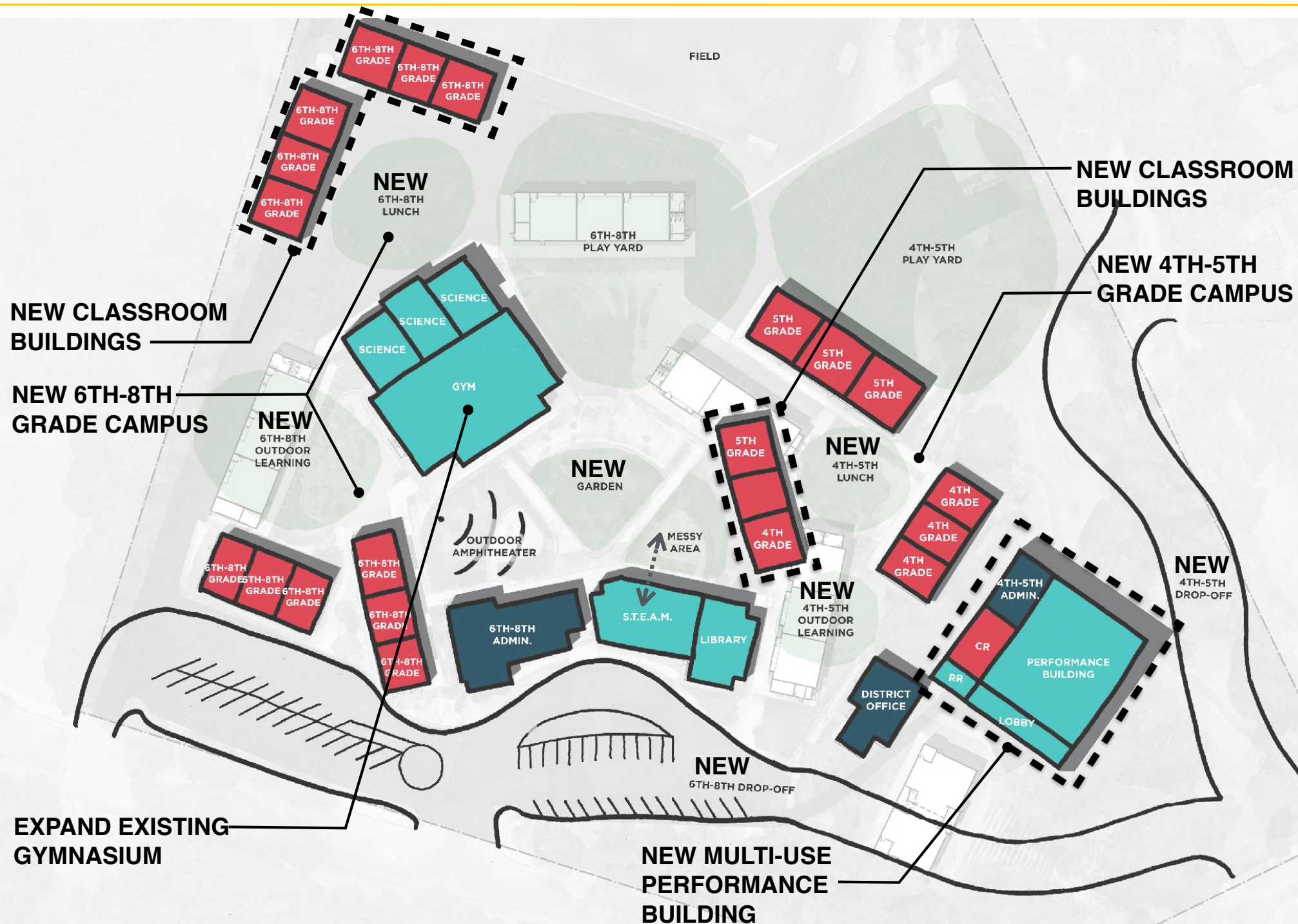


# CORTE MADERA CAMPUS - SITE DESIGN OPTION #2





## CORTE MADERA CAMPUS - SITE DESIGN OPTION #2





# AGENDA

## FACILITIES MASTER PLAN PROCESS

## EXISTING FACILITIES ANALYSIS

## COMMUNITY OUTREACH SUMMARY

PORTOLA VALLEY SCHOOL DISTRICT COMMUNITY INPUT

ONLINE COMMUNITY SURVEY INPUT

BROADER PORTOLA VALLEY COMMUNITY INPUT

## DISTRICT-WIDE PLANNING WORKSHOPS

## DEMOGRAPHIC STUDY & CLASSROOM LOADING

## GRADE LEVEL CONFIGURATION DISCUSSION

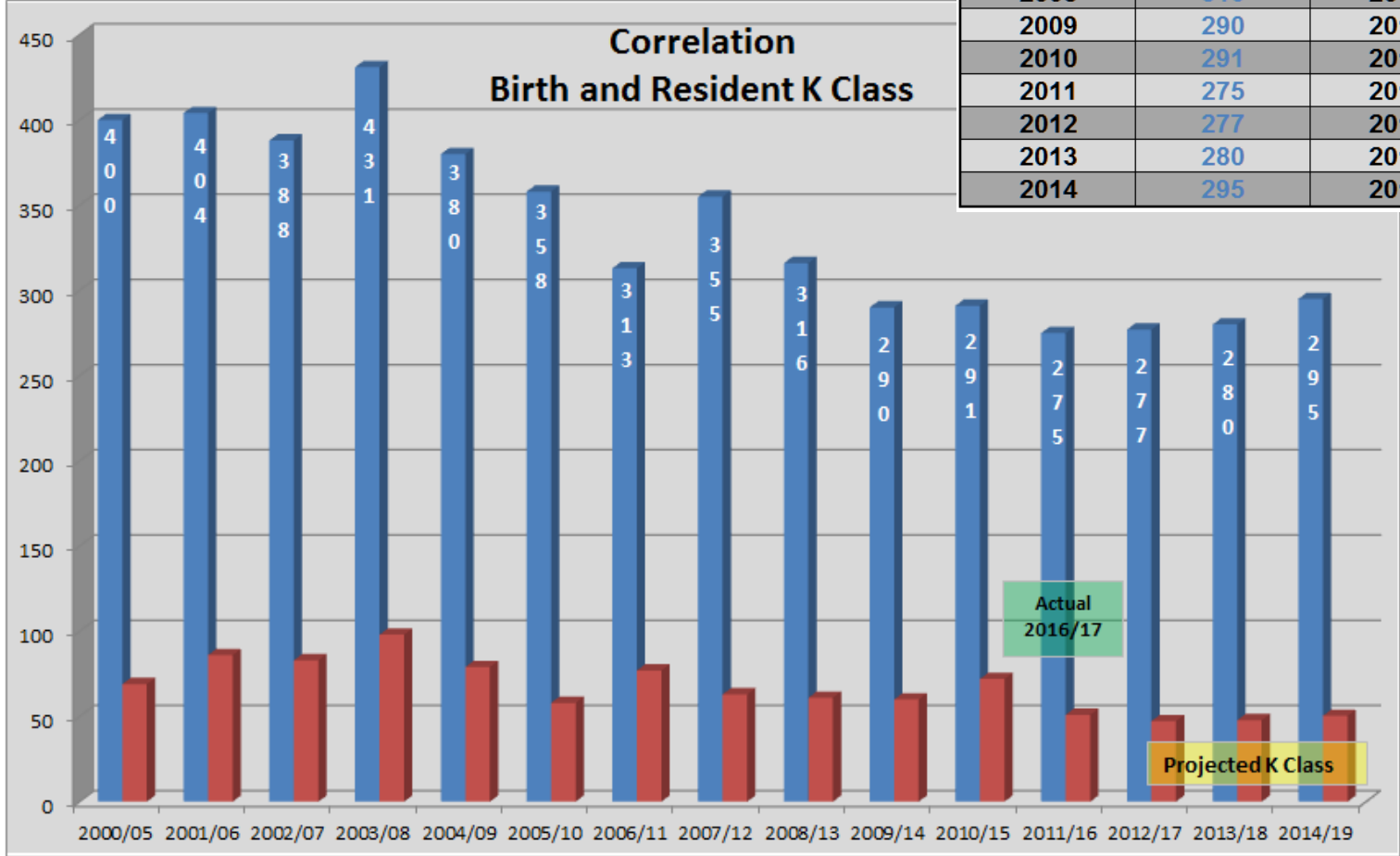
ONLINE COMMUNITY SURVEY INPUT

PVSD RESEARCH & ADDITIONAL INPUT

ADDITIONAL DATA



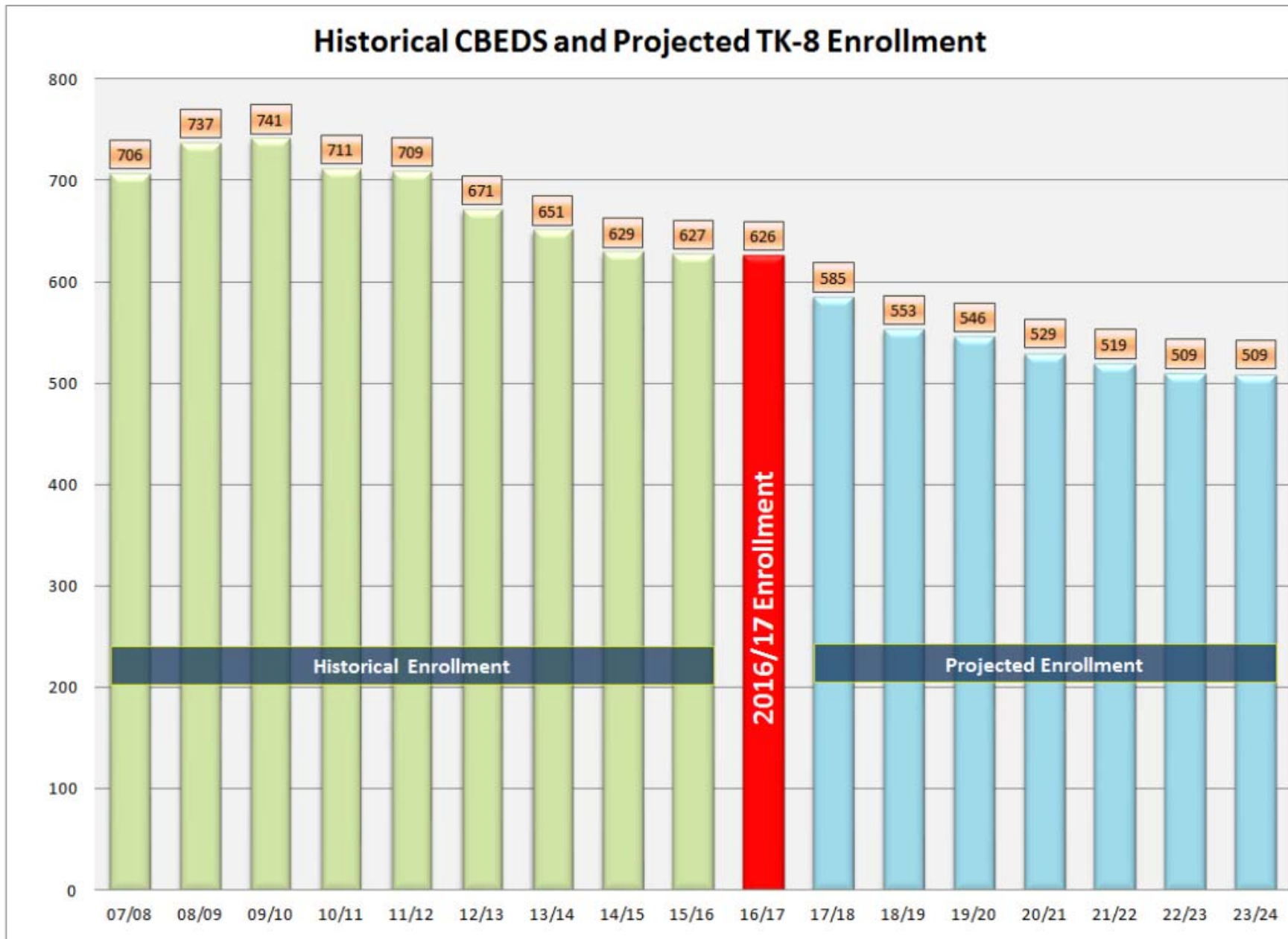
# DEMOGRAPHIC STUDY: BIRTH TO KINDERGARTEN CLASS



ALL KINDERGARTENERS				
Birth Year	Births <sup>3</sup>	K Year	K Class <sup>4</sup>	% of Births
2000	400	2005	69	17%
2001	404	2006	86	21%
2002	388	2007	83	21%
2003	431	2008	98	23%
2004	380	2009	79	21%
2005	358	2010	58	16%
2006	313	2011	77	25%
2007	355	2012	63	18%
2008	316	2013	61	19%
2009	290	2014	60	21%
2010	291	2015	72	25%
2011	275	2016	51	19%
2012	277	2017	47	17%
2013	280	2018	48	17%
2014	295	2019	50	17%

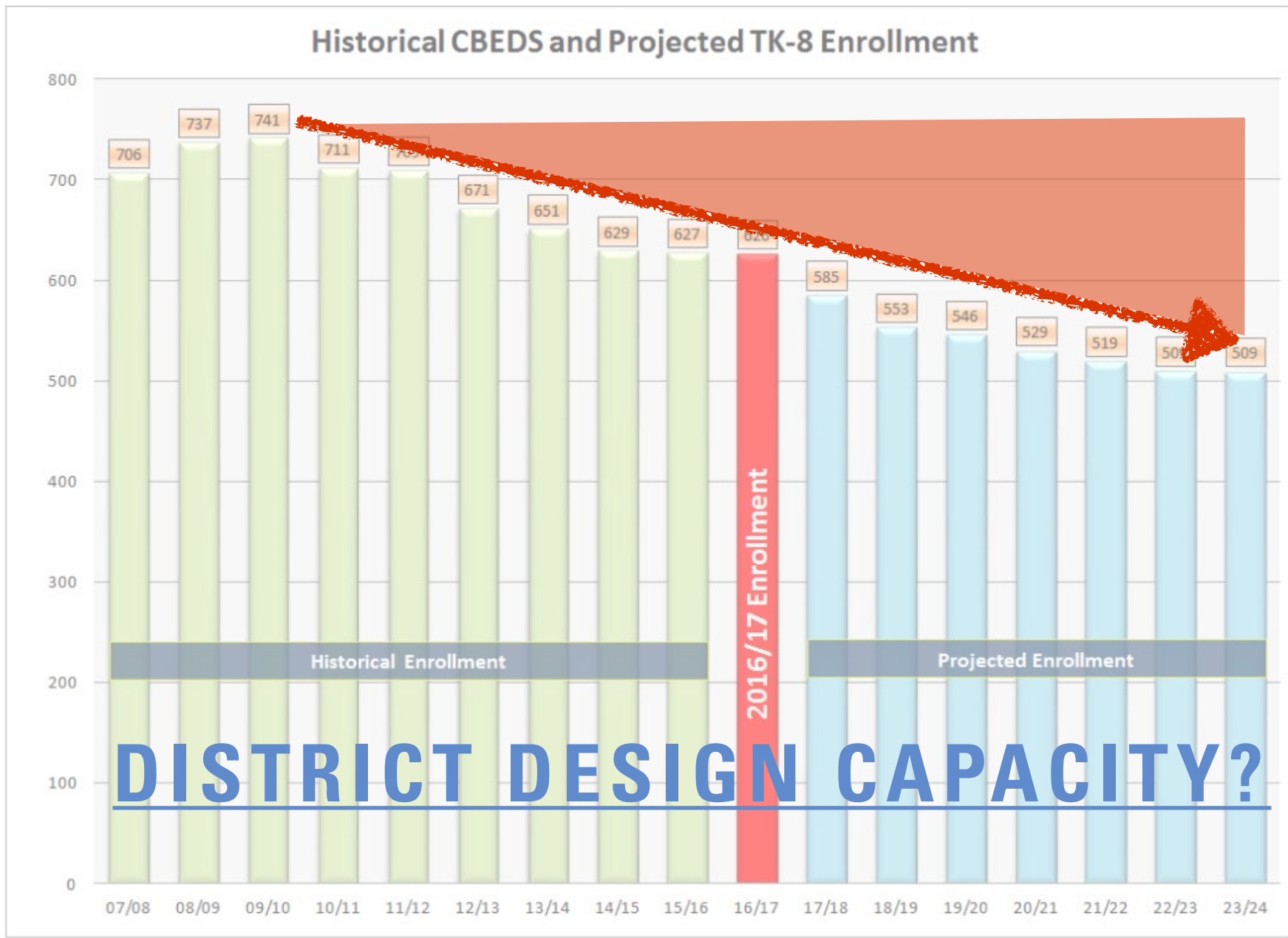


# DEMOGRAPHIC STUDY: PROJECTED TK-8 ENROLLMENT





# DEMOGRAPHIC STUDY: PROJECTED TK-8 ENROLLMENT



**232**  
STUDENTS  
(25/GRADE)



# DEMOGRAPHIC STUDY: DISTRICT FORECAST SUMMARY

District Forecast Summary								
	Base File		Projected Resident Students					
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
TK	9	9.1	9.2	9.7	9.7	9.7	9.7	9.7
K	47	47.3	47.8	50.4	50.4	50.4	50.4	50.4
1	57	46.5	46.9	47.4	49.9	49.9	49.9	49.9
2	55	61.2	49.9	50.3	50.8	53.6	53.6	53.6
3	65	55.2	61.4	50.1	50.5	51.0	53.8	53.8
4	60	60.9	51.7	57.5	47.0	47.3	47.8	50.4
5	66	59.7	60.6	51.5	57.2	46.7	47.1	47.6
6	51	59.7	54.0	54.8	46.6	51.8	42.3	42.6
7	69	50.3	58.9	53.3	54.1	45.9	51.1	41.7
8	78	70.7	51.5	60.4	54.6	55.4	47.1	52.4
Subtotal - Resident Students								
TK-3	233	219.3	215.2	207.9	211.3	214.6	217.4	217.4
4-8	324	301.3	276.7	277.5	259.5	247.1	235.4	234.7
TK-8	557	520.6	491.9	485.4	470.8	461.7	452.8	452.1
Out of District Students								
TK-3	32	30.1	29.5	28.5	29.0	29.5	29.9	29.9
4-8	37	34.4	31.6	31.7	29.6	28.2	26.9	26.8
TK-8	69	64.5	61.1	60.2	58.6	57.7	56.7	56.7
District Total Enrollment								
TK-3	265	249.4	244.7	236.4	240.3	244.0	247.2	247.2
4-8	361	335.7	308.3	309.2	289.1	275.3	262.3	261.5
TK-8	626	585.1	553.0	545.6	529.4	519.3	509.5	508.7
Change in Enrollment								
TK-8	-	-40.9	-32.1	-7.4	-16.2	-10.1	-9.9	-0.8
%	-	-6.5%	-5.5%	-1.3%	-3.0%	-1.9%	-1.9%	-0.2%



# ORMONDALE CAMPUS - CLASSROOM COUNT

**K - 3RD**

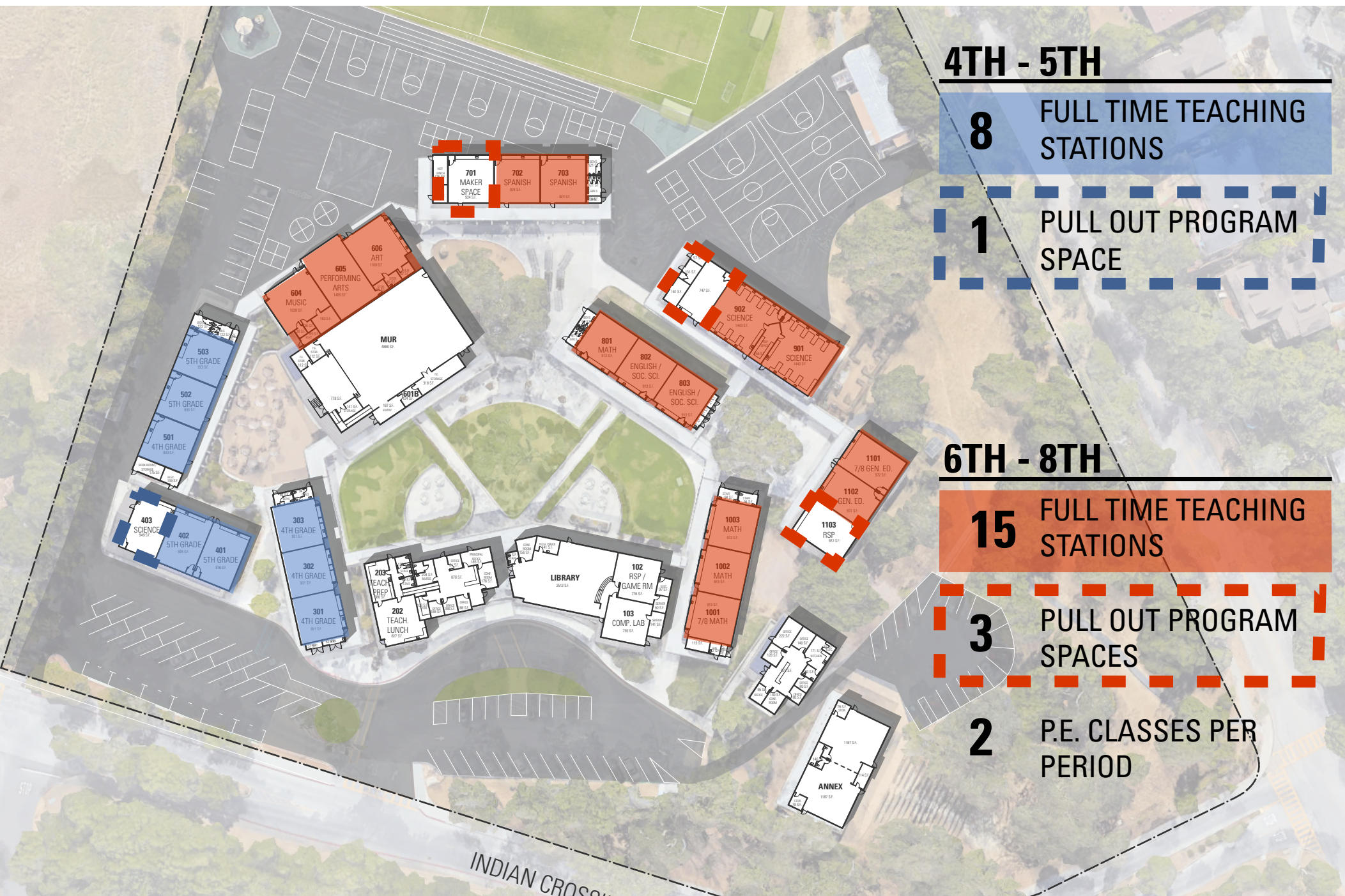
**15** FULL TIME TEACHING STATIONS

**6** PULL OUT PROGRAM SPACE





# CORTE MADERA CAMPUS - CLASSROOM COUNT



# CLASSROOM LOADING STANDARDS

	DISTRICT MAX	CURRENT AVERAGE	MASTER PLAN CAPACITY
KINDER	25	20	20*
1ST - 3RD	26	19	20*
4TH - 5TH	29	17	20*
6TH - 8TH	29	20	20

\* NO EFFICIENCY FACTOR DUE TO LOW LOADING STANDARD





# STUDENT CAPACITY VS. STUDENT POPULATION

	CURRENT CAPACITY	2016 / 17		2022 / 23	
		ENROLL	DIFF.	ENROLL	DIFF.
K - 3RD	350	265	85	247	103
4TH - 5TH	160	126	34	95	66
6TH - 8TH	259	201	58	140	119
TOTAL	769	592	177	482	288



# CLASSROOM UTILIZATION

	AVAILABLE CLASSROOMS	2016 / 17		2022 / 23	
		MIN. CR. REQUIRED	SURPLUS	MIN. CR. REQUIRED	SURPLUS
K - 3RD	15	14	1	13	2
4TH - 5TH	8	7	1	5	3
6TH - 8TH	17	14	3	10	7
TOTAL	40	35	5	28	12

# AGENDA

FACILITIES MASTER PLAN PROCESS

EXISTING FACILITIES ANALYSIS

COMMUNITY OUTREACH SUMMARY

PORTOLA VALLEY SCHOOL DISTRICT COMMUNITY INPUT

ONLINE COMMUNITY SURVEY INPUT

BROADER PORTOLA VALLEY COMMUNITY INPUT

DISTRICT-WIDE PLANNING WORKSHOPS

DEMOGRAPHIC STUDY & CLASSROOM LOADING

**GRADE LEVEL CONFIGURATION DISCUSSION**

**ONLINE COMMUNITY SURVEY INPUT**

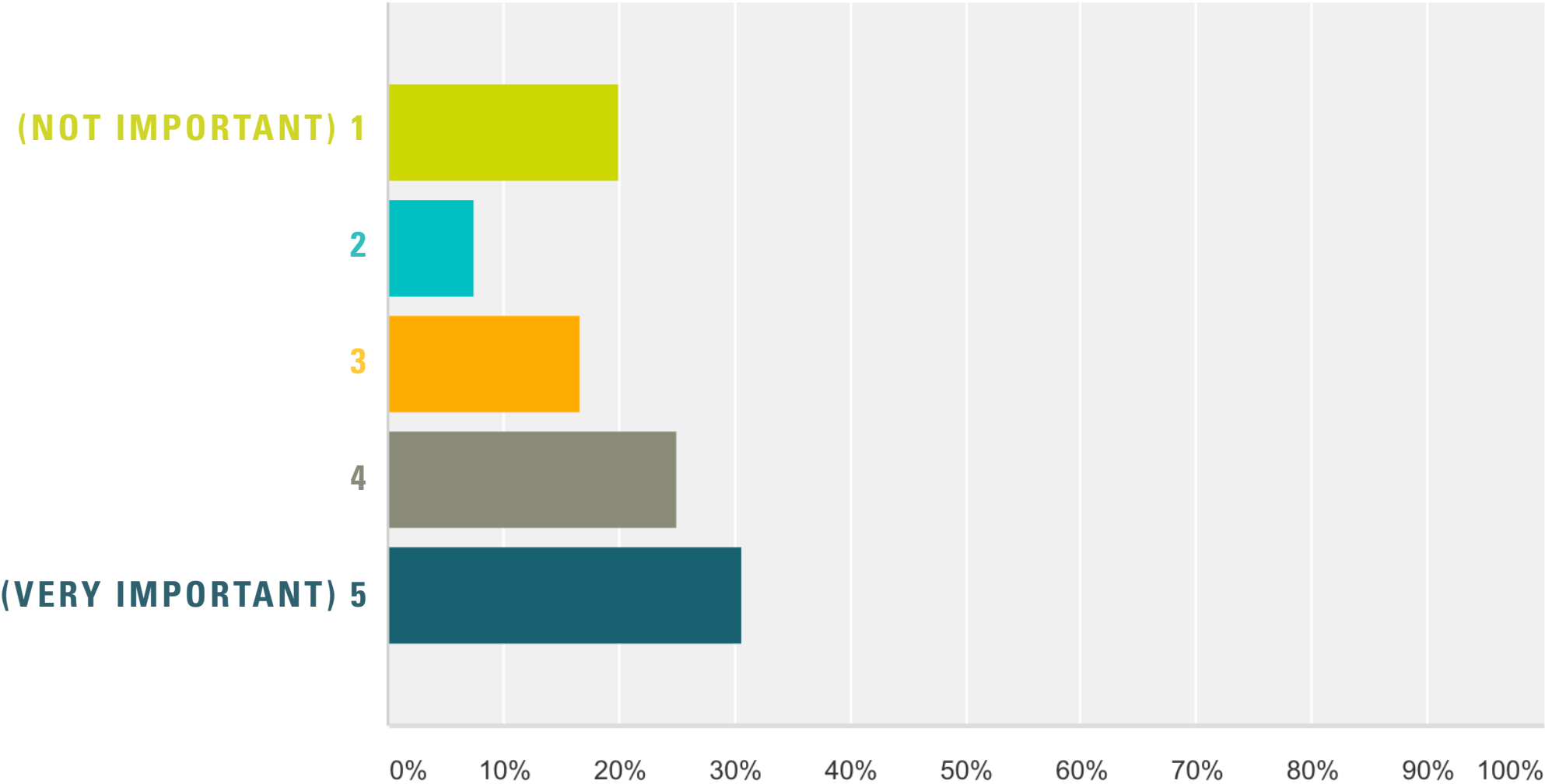
PVSD RESEARCH & ADDITIONAL INPUT

ADDITIONAL DATA



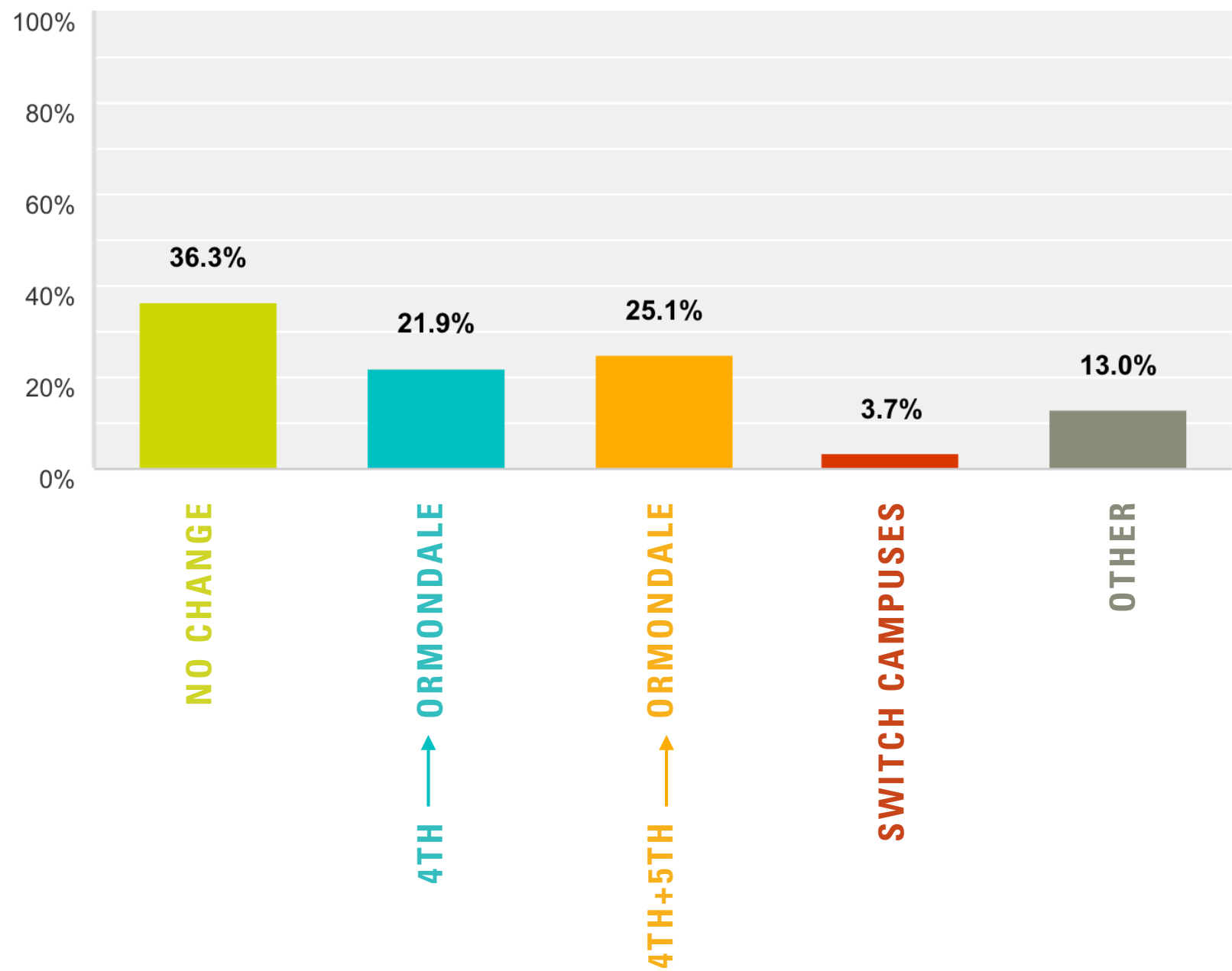
# GRADE LEVEL CONFIGURATION: COMMUNITY SURVEY INPUT

AN ASPECT OF THE FACILITIES MASTER PLANNING PROCESS INVOLVES EVALUATING THE CURRENT GRADE LEVEL CONFIGURATION BETWEEN THE TWO SCHOOLS: ORMONDALE (K-3RD GRADES) AND CORTE MADERA (4TH–8TH GRADES). ON A SCALE OF 1 (NOT IMPORTANT) TO 5 (VERY IMPORTANT) PLEASE RATE THE LEVEL OF IMPORTANCE FOR EVALUATING THE CURRENT GRADE LEVEL CONFIGURATION.



# GRADE LEVEL CONFIGURATION: COMMUNITY SURVEY INPUT

PLEASE IDENTIFY THE IDEAL GRADE CONFIGURATION FOR THE TWO SCHOOLS:





# AGENDA

FACILITIES MASTER PLAN PROCESS

EXISTING FACILITIES ANALYSIS

COMMUNITY OUTREACH SUMMARY

PORTOLA VALLEY SCHOOL DISTRICT COMMUNITY INPUT

ONLINE COMMUNITY SURVEY INPUT

BROADER PORTOLA VALLEY COMMUNITY INPUT

DISTRICT-WIDE PLANNING WORKSHOPS

DEMOGRAPHIC STUDY & CLASSROOM LOADING

**GRADE LEVEL CONFIGURATION DISCUSSION**

ONLINE COMMUNITY SURVEY INPUT

**PVSD RESEARCH & ADDITIONAL INPUT**

ADDITIONAL DATA

# GRADE LEVEL CONFIGURATION: PVSD RESEARCH

---

## A LIST OF NINE FACTORS THAT SCHOOL DISTRICTS MIGHT WANT TO CONSIDER WHEN MAKING DECISIONS ABOUT GRADE CONFIGURATIONS OF INDIVIDUAL SCHOOLS:

- THE COST AND LENGTH OF STUDENT TRAVEL, PARTICULARLY IN A SCHOOL DISTRICT THAT COVERS A LARGE AREA
- A POSSIBLE INCREASE OR DECREASE IN PARENT INVOLVEMENT, POSSIBLY AFFECTED BY THE DISTANCE TO THE SCHOOL AND THE NUMBER OF SCHOOLS A FAMILY'S CHILDREN ATTEND
- THE NUMBER OF STUDENTS AT EACH GRADE LEVEL, WHICH MAY AFFECT CLASS GROUPINGS AND COURSES OFFERED
- THE EFFECT OF SCHOOL SETTING ON ACHIEVEMENT, PARTICULARLY FOR GRADES 6-9
- EFFECT ON WHETHER THE NEIGHBORHOOD SCHOOLS CLOSE OR REMAIN OPEN
- THE NUMBER OF SCHOOL TRANSITIONS FOR STUDENTS
- THE OPPORTUNITIES FOR INTERACTION BETWEEN AGE GROUPS
- THE INFLUENCE OF OLDER STUDENTS ON YOUNGER STUDENTS
- THE BUILDING DESIGN-IS IT SUITABLE FOR ONLY A FEW OR FOR SEVERAL GRADE LEVELS?



# GRADE LEVEL CONFIGURATION: TEACHER FOCUS GROUP

## KEEP 4TH-5TH AT CORTE MADERA (BY CMS)

<b>STRENGTHS</b> <ul style="list-style-type: none"> <li>• 4/8 buddies (expand)</li> <li>• CMS bigger campus – more open space</li> <li>• Shared specialists</li> <li>• Know teachers for transition to 6th – easier 5th to 6th</li> <li>• Kids feel more “grown up/mature” (more hw)</li> <li>• Big library</li> <li>• Good way to have a lesser transition (4/5 self contained to changing classes in 6/8)</li> <li>• Keeps 8th grade “younger” longer.</li> <li>• Decision to move in '98 based on a lot of research</li> </ul>	<b>WEAKNESSES</b> <ul style="list-style-type: none"> <li>• Parent fears/attitudes</li> <li>• Negative role models</li> </ul>
<b>OPPORTUNITIES</b> <ul style="list-style-type: none"> <li>• Create more community with 4/5 &amp; 6/8</li> <li>• T.A.'s working with younger kids</li> <li>• Integration vs. Isolation</li> </ul>	<b>THREATS</b> <ul style="list-style-type: none"> <li>• Fear of 4/5's mixing with 6/8's – growing up too fast</li> <li>• Private school marketing</li> </ul>

## KEEP 4TH-5TH AT CORTE MADERA (BY ORM)

<b>STRENGTHS</b> <ul style="list-style-type: none"> <li>• It is in place – CMS structure exists</li> <li>• A larger campus for the older kids</li> <li>• Mentors &amp; examples are found for these kids via 6th, 7th &amp; 8th graders</li> <li>• Art curriculum is available (dedicated amazing teacher)</li> <li>• Ditto for instrumental music</li> </ul>	<b>WEAKNESSES</b> <ul style="list-style-type: none"> <li>• Families feel disenfranchised from community</li> <li>• We are losing families</li> <li>• 4th/5th schedules are dictated by 6th 7th and 8th</li> <li>• 4th/5th are forced into specialists first thing in the morning</li> <li>• Some kids are not able to settle in with their homerooms</li> </ul>
<b>OPPORTUNITIES</b> <ul style="list-style-type: none"> <li>• Schedule can perhaps be more flexible</li> <li>• 5th and 6th can be a cohort</li> <li>• 7th and 8th can be a cohort</li> </ul>	<b>THREATS</b> <ul style="list-style-type: none"> <li>• We are losing families</li> <li>• 4th and 5th graders lose dedicated art time</li> </ul>

# GRADE LEVEL CONFIGURATION: TEACHER FOCUS GROUP

## MOVE 4TH-5TH TO ORMONDALE (BY CMS)

<b>STRENGTHS</b> <ul style="list-style-type: none"> <li>• Reduced traffic at CMS</li> <li>• Extra rooms at CMS</li> </ul>	<b>WEAKNESSES</b> <ul style="list-style-type: none"> <li>• Less opportunities for electives <u>or</u> specialists traveling</li> <li>• <u>CROWDED!!</u> Safety</li> <li>• Campus was designed for K-3</li> <li>• Facilities unavailable during construction</li> <li>• Traffic</li> </ul>
<b>OPPORTUNITIES</b> <ul style="list-style-type: none"> <li>• Major construction to accommodate extra students at Ormondale</li> </ul>	<b>THREATS</b> <ul style="list-style-type: none"> <li>• Loss of programs (electives)</li> <li>• Less academic rigor</li> <li>• Fewer opportunities for the two schools to collaborate</li> </ul>

## MOVE 4TH-5TH TO ORMONDALE (BY ORM)

<b>STRENGTHS</b> <ul style="list-style-type: none"> <li>• Leadership opportunities</li> <li>• Mentorship</li> <li>• Transition from 3rd to 4th is seamless</li> <li>• True community</li> <li>• More dev. Appropriate for 4th graders</li> <li>• 3rd/4th relationships were <u>positive</u></li> <li>• Staggered end of school time – two different pick up times</li> </ul>	<b>WEAKNESSES</b> <ul style="list-style-type: none"> <li>• Playground crazy</li> <li>• Loud</li> <li>• Staggered lunch &amp; recesses</li> <li>• 3rd grade lost 15 min. of academic time</li> <li>• Middle school schedule drives the schedule across whole district</li> </ul>
<b>OPPORTUNITIES</b> <ul style="list-style-type: none"> <li>• See above</li> <li>• 3rd grade teachers would be better able to collaborate – most curriculum is developed 3-5</li> <li>• We may lose fewer 4th grade students to private schools</li> <li>• 3rd grade students would have models to “look up to”</li> <li>• Parents would feel a greater sense of belonging</li> <li>• More secure feeling for students and parents</li> <li>• Ormondale encourages involvement/warmth/family</li> <li>• We’d extend this feeling longer for important</li> <li>• Stakeholders</li> <li>• Fills in the specialist time at Ormondale</li> <li>• Music, PE and Reading</li> <li>• PE, music, Spanish, science, Art = more students. May open opportunities for more specialists for all Ormondale students if 4/5 leave CMS = CMS has opportunity to expand</li> </ul>	<b>THREATS</b> <ul style="list-style-type: none"> <li>• Transitions</li> <li>• Financial costs</li> <li>• Instability</li> <li>• Change</li> <li>• 4th and 5th would feel very over crowded</li> <li>• 4th alone would be okay</li> <li>• Space issues – crunch. Not enough rooms</li> </ul>



# AGENDA

## FACILITIES MASTER PLAN PROCESS

## EXISTING FACILITIES ANALYSIS

## COMMUNITY OUTREACH SUMMARY

PORTOLA VALLEY SCHOOL DISTRICT COMMUNITY INPUT

ONLINE COMMUNITY SURVEY INPUT

BROADER PORTOLA VALLEY COMMUNITY INPUT

## DISTRICT-WIDE PLANNING WORKSHOPS

## DEMOGRAPHIC STUDY & CLASSROOM LOADING

## GRADE LEVEL CONFIGURATION DISCUSSION

ONLINE COMMUNITY SURVEY INPUT

PVSD RESEARCH & ADDITIONAL INPUT

**ADDITIONAL DATA**

# DEMOGRAPHIC STUDY: CURRENT GRADE CONFIGURATION

District Forecast Summary								
	Base File		Projected Resident Students					
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
TK	9	9.1	9.2	9.7	9.7	9.7	9.7	9.7
K	47	47.3	47.8	50.4	50.4	50.4	50.4	50.4
1	57	46.5	46.9	47.4	49.9	49.9	49.9	49.9
2	55	61.2	49.9	50.3	50.8	53.6	53.6	53.6
3	65	55.2	61.4	50.1	50.5	51.0	53.8	53.8
4	60	60.9	51.7	57.5	47.0	47.3	47.8	50.4
5	66	59.7	60.6	51.5	57.2	46.7	47.1	47.6
6	51	59.7	54.0	54.8	46.6	51.8	42.3	42.6
7	69	50.3	58.9	53.3	54.1	45.9	51.1	41.7
8	78	70.7	51.5	60.4	54.6	55.4	47.1	52.4
Subtotal - Resident Students								
TK-3	233	219.3	215.2	207.9	211.3	214.6	217.4	217.4
4-8	324	301.3	276.7	277.5	259.5	247.1	235.4	234.7
TK-8	557	520.6	491.9	485.4	470.8	461.7	452.8	452.1
Out of District Students								
TK-3	32	30.1	29.5	28.5	29.0	29.5	29.9	29.9
4-8	37	34.4	31.6	31.7	29.6	28.2	26.9	26.8
TK-8	69	64.5	61.1	60.2	58.6	57.7	56.7	56.7
District Total Enrollment								
TK-3	265	249.4	244.7	236.4	240.3	244.0	247.2	247.2
4-8	361	335.7	308.3	309.2	289.1	275.3	262.3	261.5
TK-8	626	585.1	553.0	545.6	529.4	519.3	509.5	508.7
Change in Enrollment								
TK-8	-	-40.9	-32.1	-7.4	-16.2	-10.1	-9.9	-0.8
%	-	-6.5%	-5.5%	-1.3%	-3.0%	-1.9%	-1.9%	-0.2%

**265**  
STUDENTS

**247.2**  
STUDENTS

**361**  
STUDENTS

**262.2**  
STUDENTS



# DEMOGRAPHIC STUDY: MOVE 4-5TH GRADE TO ORMONDALE

District Forecast Summary								
	Base File	Projected Resident Students						
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
TK	9	9.1	9.2	9.7	9.7	9.7	9.7	9.7
K	47	47.3	47.8	50.4	50.4	50.4	50.4	50.4
1	57	46.5	46.9	47.4	49.9	49.9	49.9	49.9
2	55	61.2	49.9	50.3	50.8	53.6	53.6	53.6
3	65	55.2	61.4	50.1	50.5	51.0	53.8	53.8
4	60	60.9	51.7	57.5	47.0	47.3	47.8	50.4
5	66	59.7	60.6	51.5	57.2	46.7	47.1	47.6
6	51	59.7	54.0	54.8	46.6	51.8	42.3	42.6
7	69	50.3	58.9	53.3	54.1	45.9	51.1	41.7
8	78	70.7	51.5	60.4	54.6	55.4	47.1	52.4
Subtotal - Resident Students								
TK-3	233	219.3	215.2	207.9	211.3	214.6	217.4	217.4
4-8	324	301.3	276.7	277.5	259.5	247.1	235.4	234.7
TK-8	557	520.6	491.9	485.4	470.8	461.7	452.8	452.1
Out of District Students								
TK-3	32	30.1	29.5	28.5	29.0	29.5	29.9	29.9
4-8	37	34.4	31.6	31.7	29.6	28.2	26.9	26.8
TK-8	69	64.5	61.1	60.2	58.6	57.7	56.7	56.7
District Total Enrollment								
TK-3	265	249.4	244.7	236.4	240.3	244.0	247.2	247.2
4-8	361	335.7	308.3	309.2	289.1	275.3	262.3	261.5
TK-8	626	585.1	553.0	545.6	529.4	519.3	509.5	508.7
Change in Enrollment								
TK-8	-	-40.9	-32.1	-7.4	-16.2	-10.1	-9.9	-0.8
%	-	-6.5%	-5.5%	-1.3%	-3.0%	-1.9%	-1.9%	-0.2%

**359**  
STUDENTS

**198**  
STUDENTS

**312.3**  
STUDENTS

**140**  
STUDENTS

# MOVE 4-5TH TO ORMONDALE: CLASSROOMS NEEDED

	AVAILABLE CLASSROOMS	2016 / 17		2022 / 23	
		MIN. CR. REQUIRED	SURPLUS	MIN. CR. REQUIRED	SURPLUS
K - 3RD	15	14	1	13	2
4TH - 5TH	8	7	1	5	3
6TH - 8TH	17	14	3	10	7
TOTAL	40	35	5	28	12





**MOVE 4-5TH TO ORMONDALE: CORTE MADERA SURPLUS**

	AVAILABLE CLASSROOMS	2016 / 17		2022 / 23	
		MIN. CR. REQUIRED	SURPLUS	MIN. CR. REQUIRED	SURPLUS
K - 3RD	15	14	1	13	2
4TH - 5TH	8	7	1	5	3
6TH - 8TH	17	14	3	10	7
TOTAL	40	35	5	28	12

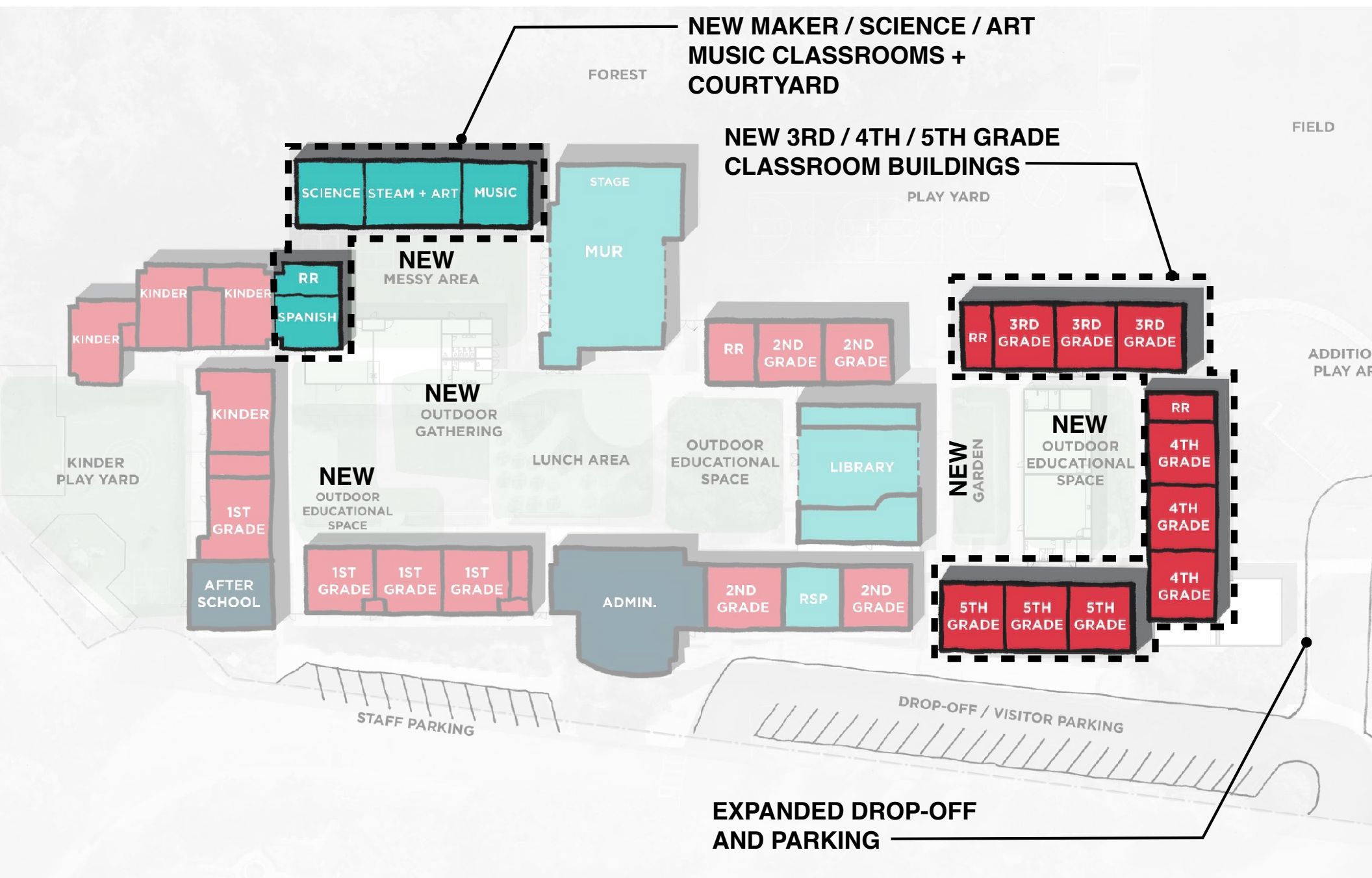


# MOVE 4-5TH TO ORMONDALE: FACILITY SUMMARY

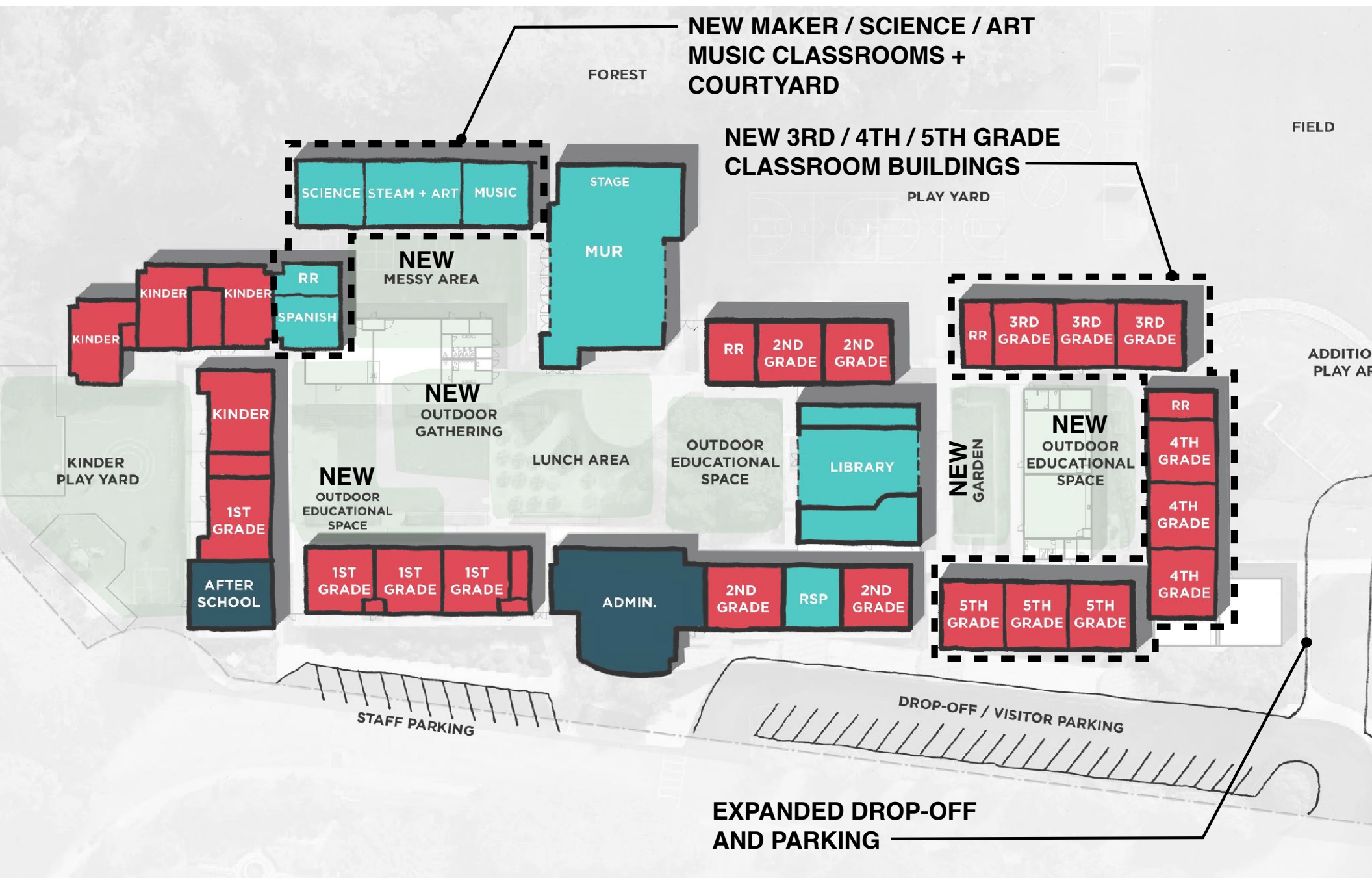
	AVAILABLE CLASSROOMS	2016 / 17		2022 / 23	
		MIN. CR. REQUIRED	NEEDED	MIN. CR. REQUIRED	NEEDED
ORMONDALE: K-5TH	15	21	+6	18	+3
		MIN. CR. REQUIRED	SURPLUS	MIN. CR. REQUIRED	SURPLUS
CORTE MADERA: 6-8TH	25	14	-11	10	-15



# ORMONDALE CAMPUS - SITE DESIGN OPTION #3



# ORMONDALE CAMPUS - SITE DESIGN OPTION #3





# CORTE MADERA CAMPUS - SITE DESIGN OPTION #3

**EXPAND EXISTING  
GYMNASIUM**

**NEW**  
MESSY  
AREA

ART  
S.T.E.A.M.  
P.E.

GYM

6TH-8TH  
PLAY YARD

6TH-8TH  
LUNCH

**NEW**  
6TH-8TH  
OUTDOOR  
LEARNING

6TH-8TH  
OUTDOOR  
LEARNING

6TH-8TH  
GRADE

6TH-8TH  
GRADE

6TH-8TH  
GRADE

6TH-8TH  
GRADE

6TH-8TH  
GRADE

6TH-8TH  
GRADE

6TH-8TH  
GRADE

6TH-8TH  
GRADE

6TH-8TH  
GRADE

6TH-8TH  
GRADE

6TH-8TH  
GRADE

6TH-8TH  
GRADE

6TH-8TH  
GRADE

6TH-8TH  
GRADE

6TH-8TH  
GRADE

6TH-8TH  
GRADE

6TH-8TH  
GRADE

ADMIN

LIBRARY

DISTRICT  
OFFICE

PERFORMANCE  
BUILDING

LOBBY

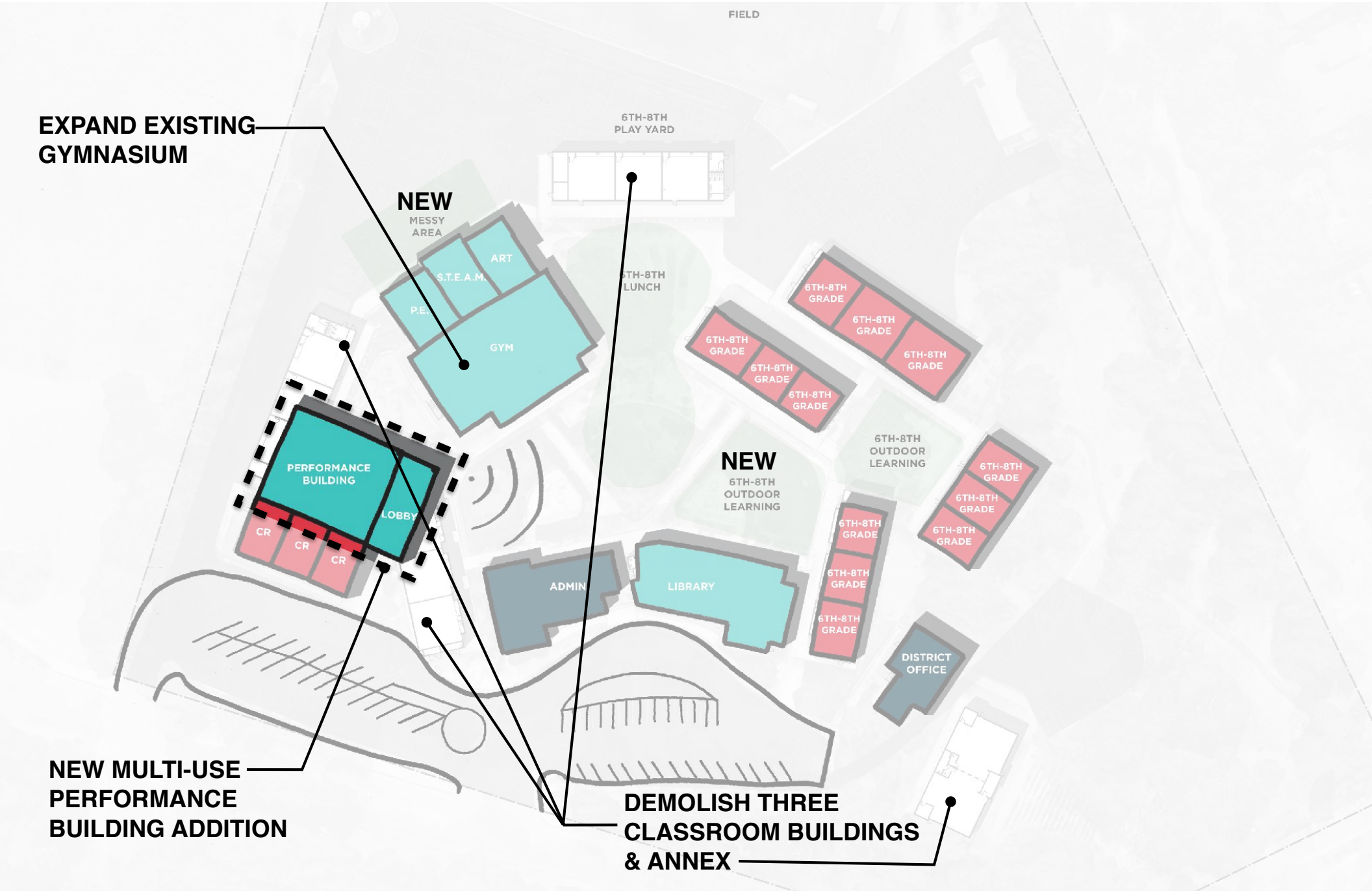
CR

CR

CR

**NEW MULTI-USE  
PERFORMANCE  
BUILDING ADDITION**

**DEMOLISH THREE  
CLASSROOM BUILDINGS  
& ANNEX**



# CORTE MADERA CAMPUS - SITE DESIGN OPTION #3





# FACILITIES MASTER PLAN: NEXT STEPS IN PROCESS

---

- COST MODELING IN PROGRESS FOR DRAFT MASTER PLAN PROJECTS
- **JUNE 2017**: SITE PLAN AND SCOPE PRIORITIZATION WORKSHOP WITH FACILITIES MASTER PLAN COMMITTEE
- **JUNE 2017 (TBD)**: RECOMMENDED ENGAGEMENT WITH POLLING AND STRATEGY CONSULTANT PROPOSE CONTRACT TO BOARD
- **JUNE 2017 - SEPT 2017**: CAW COMPLETE DRAFT MASTER PLAN REPORT
- **SEPT 2017**: PRESENT DRAFT MASTER PLAN TO BOARD
- **OCT 2017**: 2ND PRESENTATION OF MASTER PLAN TO BOARD. BOARD ADOPTS DRAFT MASTER PLAN (TBD)



## 2018 ELECTION: NEXT STEPS AFTER MASTER PLAN

- **SEPT 2017 - JAN 2018 (TBD):**

COMMUNITY POLLING

ADDITIONAL COMMUNITY TOWN HALL MTGS.

DEVELOP ELECTION STRATEGY

“QUIET CAMPAIGN” PERIOD

- **JAN 2018 - FEB 2018 (TBD):** BOARD RESOLUTION TO PROCEED WITH BOND ELECTION

- **FEB 2018 (TBD):** FILE ELECTION NOTICE WITH COUNTY REGISTRAR OF VOTERS

- **FEB 2018 - JUNE 2018:** ACTIVE CAMPAIGN LED BY INDEPENDENT NON PROFIT

ACTIVE CAMPAIGN FUNDRAISING

ADDITIONAL POLLING, PRECINCT WALKING, ETC.

- **JUNE 2018:** ELECTION DAY!



## BOARD DISCUSSION AND DIRECTION:

---

- **DISCUSSION ON THE FUTURE OF 4-5?**
  - SOCIAL / PHILOSOPHICAL IMPORTANCE OF WHERE THE GRADE SEPARATION SHOULD OCCUR
  - IMPACTS ON FUTURE FACILITIES MASTER PLANNING
- **ESTABLISHING A FUTURE STUDENT POPULATION TO GUIDE FACILITIES MASTER PLAN DESIGN**
  - CURRENT POPULATION VS. DECLINING POPULATION?
  - DESIGNING TO ACCOMMODATE FUTURE STUDENTS (LARGER CLASS SIZES) AND OPTIMIZING FOR LOWER POPULATIONS



# BOARD DISCUSSION AND DIRECTION:

---

## • DISCUSSION OF FACILITY NEEDS

- MULTI-USE PERFORMANCE SPACE / EXPANDED GYM AT CMS
- DROP-OFF AND PARKING
- CLASSROOM MODERNIZATION - NEW CONSTRUCTION
- EXPANDED SCIENCE / MAKER SPACES
- IMPROVED OUTDOOR EDUCATIONAL SPACES

## • DISCUSSION / COMMENTS ON NEXT STEPS

- APPROACH TO FUTURE COMMUNITY OUTREACH
- OTHER STEPS IN THE PROCESS?
- OTHER ITEMS TO DISCUSS THAT WE HAVE NOT COVERED?



