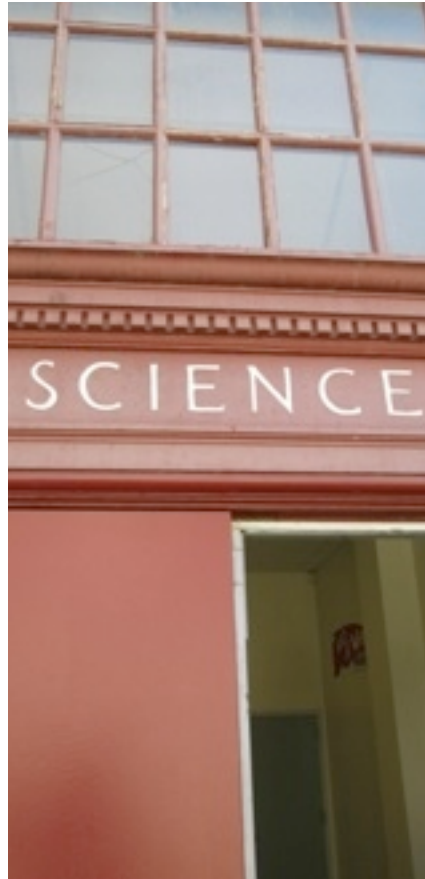


*Building for
Educational
Excellence*



Facilities Master Plan

for
Vallejo City Unified School District

Revised October 2, 2019



VALLEJO CITY
UNIFIED SCHOOL DISTRICT



QUATTROCCHI KWOK
ARCHITECTS



Introduction

Acknowledgements	3
Introduction	8
Methodology	12
Executive Summary	18

Educational Specifications

EDS 1-29

Campus Reports

Vallejo High School	VHS 1-37
Jesse Bethel High School	JBHS 1-25
John Finney High School	JFHS 1-18
Benjamin Franklin MS	FMS 1-29
Hogan Middle School	HMS 1-21
Solano K-8 School	SK8 1-24
Cave Language Academy	CLA 1-18
Loma Vista Environmental Academy	LV 1-26
Mare Island Health and Fitness Acad.	MI 1-25
Vallejo Charter School	VCS 1-18
Beverly Hills Elementary	BH 1-19
Dan Mini Elementary	DM 1-24

~~Elsa Wiedenmann Elementary~~

~~EW 1-23~~

Federal Terrace Elementary	FT 1-22
Glen Cove Elementary	GC 1-20
Grace Patterson Elementary	GP 1-18
Highland Elementary	HI 1-20
Johnston Cooper Elementary	JC 1-18
Lincoln Elementary	LI 1-21
Pennycook Elementary	PE 1-19
Steffan Manor Elementary	SM 1-17
Wardlaw Elementary	WE 1-19
Everest Academy	EA 1-20
VCUSD Learning Center	VLC 1-17
Vallejo Education Academy	VEA 1-21

Appendices

Appendix A: VCUSD Mission, Core Values and Goals
Appendix B: FMP Instructional Vision
Appendix C: VCUSD Technology Plan
Appendix D: Ed Spec Committee Meeting Minutes

Acknowledgements

The Facilities Master Plan could not have been created without the hard work and dedication of those who participated in the process.

Many staff, faculty and community members participated in the process of creating the Facilities Master Plan and this project could not have been completed without their valuable contributions. Participation happened through a number of mediums including individual meetings, site visits, the Ed Spec Committee, Master Planning Committees and participation in public meetings.

We would like to sincerely thank each participant for their time, effort and contribution. We have tried to capture everyone who participated here and we apologize for anyone we may have missed.

Board of Education

Hazel Wilson
Raymond Mommsen
Adrienne Waterman
Ward "Ace" Stewart
Tony Ubalde

VCUSD District Staff

Dr. Ramona Bishop, Superintendent
Mel Jordan, Assistant Superintendent of Administrative Services
Steve Lane, Director of Facilities, Maintenance, Operations and Transportation
Rebecca Oraboni, Operations Manager Facilities & Planning
Cheri Summers, Chief Academic Officer

Educational Specifications Committee

Mitch Romao, Director Categorical and ELL
LaTonya Derbigny, Director School and Student Accountability
Michael Santos, Director K-Adult Education
Cassie Gosslet, Coordinator of K-12 Education
Michael Cheap, Director of Technology
Beth Majchrzak, Director of Special Education
Michelle Jordan Faucett, Principal, Franklin Middle School
Linda Kingston, Principal of Jesse Bethel High School

Mary Dybdahl, Elementary School Principal
Margaret Clark, Principal K-8 School
J.R. Matulac, Parent and Community Member

Vallejo High School Master Plan Committee

Andy Jarvis
Gary White
Clarence Isadore

Jesse Bethel High School

Jose Gutierrez
Jeanne Layne
Ann Talamantes
Jeff Turner
Linda Kingston
Michael Reay
Ann Talamanto
Ron Garrispn
Denise Sponsler
Margurite Morgan

John Finney High School

Edison Kelly, Principal

Benjamin Franklin Middle School

Cynthia Cirino

Henry Sun

Michelle Jordan Faucett

Kevin James

Andrea Cheathum

Lynn Baranco Bibb

Hogan Middle School

Joycelyn Hendrix

Solano Middle School

Kim Lewis

Bob Russell

Marcus Day

Cave Language Academy

Lorena Hernandez

Gloria L. Belloso

Maria Carillo

Cherita Dilley

Rebecca Lainez

Loma Vista Environmental Science Academy

Karl Machschefes

A.C. Humphreys

Britt Hammon, Principal

Cherita Dilley

Shelee Loughmiller

Mare Island Health and Fitness Academy

Christol Watts

Deborah Ceryes

Margaret Clark

Michael New

Jessica Cech

Vallejo Charter School

Tricia Whitman

Erin Paiva

Rhonda Coyle

Zulaikha Soltesz

David Gutfeld

Beverly Hills Elementary School

Rosalind Davis

John Thompson

Gloria Johnson

Dan Mini Elementary School

Greg Billie

Doug McCann

Heather Topacio

Sherry Davis

Laurie Potts

Johnson Cooper Elementary School

Susan Walls

Debbie Peterson

Kimberly Mitchell

Elsa Widenmann Elementary School

Liza Estupin-Mendoza

Alberta Stevenson

Pam Hatter

Ralph Barnette

Federal Terrace Elementary School

Corrine Niebla

Marisa Cavbonell

Stacey Pedraza

Gerald Hart

Dawn Treeman

Miranda Martinez

Glen Cove Elementary School

Greg Allison

Alison Ciano

Highland Elementary School

Dr. Julie Shepard, Vice Principal

Nicole Anderson

Sunday Jaramillo

Janice Turner-Brown

Cassie Lawson

Lincoln Elementary School

Melanie Buck

Ant McKelvy

Grace Patterson Elementary School

Carol Freeman

Shawn Reed

Aubrey Cosentino

Paula Suarez-Hevia

Cindy Shane

Nedra Wells

Pennycook Elementary School

Key Jefferson

Tim Sweeters

Karen Eriksen

Danielle Mendonca

Steffan Manor Elementary School

Joseph Hughes

Lucius McKelvy

Ron West

Colleen Jones

Wardlaw Elementary School

Ken Anderson

Coreen Russell

Nancy Osterkamp

Michael Rhoads

Regional Education Center

Dr. L. Young, Interim Principal

Cheri Summers

Amy Garrick

Phillip Shelley

Vallejo Education Academy

Linda Combs

Juan M. Lopez-Ruiz

Cherita Dilley, ISP

Denesha Randolph

Introduction

“We are building a strong community in collaboration with our students, staff, parents and community partners. Together we are Vallejo!” - VCUSD Website

Vallejo City Unified School District (VCUSD) serves a diverse and vibrant community with a variety of schools and educational programs. VCUSD serves over 16,000 students in grades Pre-K through 12 and members of the community at 25 school sites across the City of Vallejo. VCUSD is undergoing a transformation to create a stronger organization to better serve the students of Vallejo. The District has established four main goals in this process:

- Equity
- Excellence
- Educational Effectiveness
- Economic Sustainability

“School Facilities affect learning...we already know what is needed: clean air, good light, and a quiet, comfortable, safe learning environment.”

- National Clearinghouse for Educational Facilities

To meet these goals VCUSD is implementing a variety of new programs to provide a quality education to all students and to support the Vallejo community. These programs include the following:

- Full Service Community Schools
- Positive Youth Justice School Climate Initiatives
- Innovative Elementary and K-8 Programs
- Science, Technology, Engineering, Arts and Mathematics (STEAM) Middle Schools
- Wall-to-Wall College/Career Academies at the Comprehensive High Schools

The implementation of these programs has generated new facilities needs and opportunities through the District's schools. The District has also recognized that facilities are an important part of successfully delivering these programs and meeting their goals. There is a significant body of research that shows a link between the quality of the physical environment a student learns in and their academic performance. This Facilities Master Plan was conducted to evaluate the District's facilities and to

identify facility improvements that would support the District's educational programs and the needs of each school community.

The District has a wide variety of facilities across its 25 campuses. Like many Districts in California and the Bay Area, VCUSD has a number of aging facilities. Many of the Districts schools were constructed in the 1940's and 50's and some are older than that. The average age of VCUSD facilities is 58 years. The District has continuously worked to maintain these facilities and keep them in good working condition. However, they have suffered from years of continuous, heavy use and declining maintenance funding. School facilities across California and the country are suffering from similar issues.

Continuous Facilities Improvement

This Facilities Master Plan (FMP) represents the next step in the District's ongoing process of improving school facilities. The FMP will provide direction and guidance for the next phase of facilities improvements. It also builds upon the success of past facilities programs.



The mission of the Facilities Master Plan is to guide facilities decision making to support student learning and achievement.

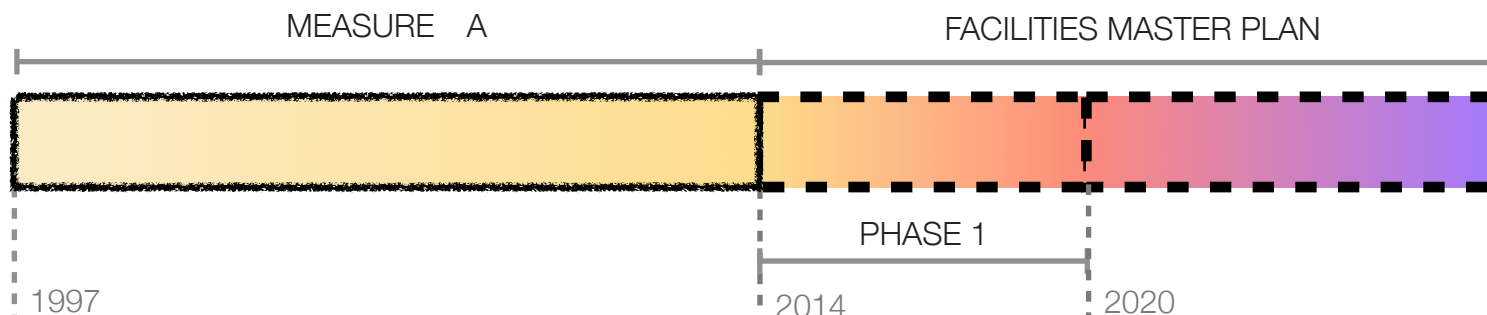
The largest facilities improvement program in the District was the Measure A Bond program. The passage of Measure A in 1997 provided \$133 million in funding and allowed the District to access an additional \$56 million in state funding and interest. Over a 14 year period VCUSD used this funding to make significant improvements to nearly every school in the District. These funds were used to modernize facilities and make much needed repairs and upgrades including:

- Infrastructure and utilities
- Technology
- Mechanical systems
- Lighting systems
- Accessibility upgrades
- Windows and roofs
- Interior finishes
- Playgrounds

The value of these improvements is over \$362 million in today's dollars. These improvements are still serving the District well. Some of the improvements made under Measure A are nearing the end of their useful life and need to be replaced. Items such as flooring, wall coverings and heating and air conditioning equipment have approximately a 15 year life cycle.

Facilities Master Plan

The combination of the new educational programs and the growing facilities needs prompted the District to begin the process of creating a Facilities Master Plan. VCUSD recognized the need to create a comprehensive plan to guide facilities decision making and address these issues. In the spring of 2013, through a competitive selection process, VCUSD selected the team of Quattrocchi Kwok Architects (QKA) and Van Pelt Construction Services (VPCS) to evaluate the District's facilities, engage the schools and community in a collaborative planning process and create a Facilities Master Plan. There are four main goals of this process:



- Assess the physical condition of each facility
- Identify facilities improvements to meet the needs of the District's educational programs
- Engage each school community in a discussion about facilities needs and priorities for their schools
- Develop a comprehensive Master Plan for each facility that establishes a long term vision for the school

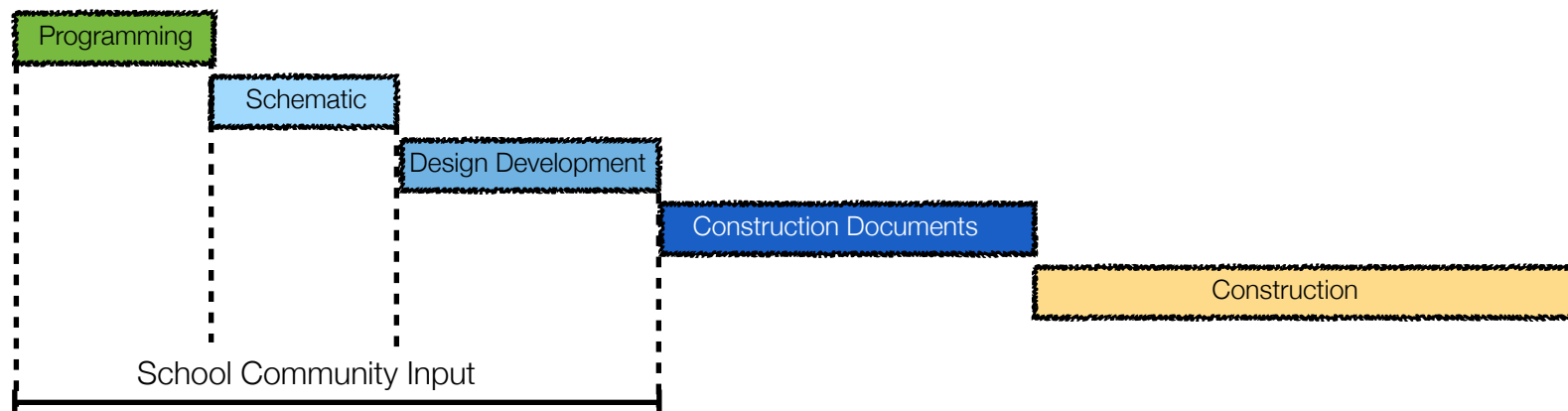
KKA and VPCS worked with the VCUSD staff and committees at each school site throughout the Summer and Fall of 2013 culminating in this Facilities Master Plan report.

The FMP will serve as a guide for planning future facilities improvements as funding becomes available. The intent is to

provide a vision for the future of each school which meets the needs of the educational programs and the community. The FMP is the starting point for each facilities improvement project, but it represents only the beginning of the design process. Each project will have a collaborative design process where the input of the school staff, teachers, parents, students and community members are an integral part of the process.

The FMP is also intended to be a living document. Educational programs, community needs and physical conditions change over time. The FMP should be updated and re-visited as these conditions change so that it can continue to provide effective guidance for decision making.

Project Development Process After FMP is approved and project funding is in place



Methodology

Facilities Master Planning Process

In cooperation with the District QKA and VPCS developed a comprehensive process to engage the Vallejo community and develop a comprehensive Facilities Master Plan.

The creation of the Facilities Master Plan (FMP) was organized into four main tasks: Educational Specifications, Facilities Assessment, Master Planning and Community Outreach. Each section is described below.

Educational Specifications (Ed Spec)

The purpose of this Ed Spec is to guide Facilities Planning across the District. The Ed Spec is intended to summarize the typical educational programs at each type of school (Elementary, Middle, K-8 and High Schools) and their facilities needs. It is intended to provide a standard level of facilities for each school type and to help ensure equity among campuses throughout the District. The Ed Spec served as a starting point for campus specific Facilities Assessment and Master Planning processes at each site. The Ed Spec was created by a committee of District leaders and School Principals. It is a stand alone document which was approved by the Board of

Education on October 19, 2013. The Ed Spec is attached as Appendix A.

Facilities Assessment

QKA and VPCS conducted a thorough Facilities Assessment of each of the 26 school sites. The first step in this process was a series of meetings with District Maintenance personnel to review the conditions of building infrastructure and maintenance needs including plumbing systems, HVAC (Heating, Ventilation and Air Conditioning) and electrical systems. The next step in the Facilities Assessment was a review of existing data regarding each site including record drawings and enrollment projections. The centerpiece of the assessment was be an on-site visual inspection of each school. The 25 site visits were conducted by QKA staff along with VPCS and included a review of the site with the head custodian at each facility and a thorough room by room inspection of every building. QKA and VPCS assessed the condition of various aspects of each campus to identify needed facilities improvements. We also reviewed each facility to determine what improvements were needed to meet the requirements of the Ed Spec.

The Facilities Assessment work was completed during the summer of 2013 and represented more than 150 hours of field work and hundreds of pages of detailed notes. This work has been combined with the results of the Master Planning step at each school to create a comprehensive list of proposed facility improvements, which is included in the FMP for each campus.

The results of the Facilities Assessment are also summarized in an Existing Conditions Summary for each school.

Master Planning

QKA and VPCS worked with a Master Planning Committee for each site to collaboratively review facility needs and create a comprehensive Master Plan for each school. The Master Planning Committee for each site was assembled by the site Principal to represent the school and the surrounding community. The Master Planning process addressed the physical and programmatic needs identified in the Facilities Assessment and Ed Spec as well as any additional facilities needs or wants identified by the committee. QKA facilitated two Master Planning meetings with each school's Master Planning Committee to review the overall process, identify needs, review a draft Master Plan and prioritize the identified improvements.

One of the important tasks of each school's Master Planning Committee was to prioritize the improvements identified through the Facilities Assessment and Master Planning phases of the process. That prioritization was completed using the following three categories established by the District, QKA and VPCS:

- Current Facilities Needs (CFN)
 - ADA – Code Compliancy with the Americans with Disabilities Act
 - Roofing Repair or Replacement
 - Mechanical Systems Repair or Replacement
 - Fire Alarm Upgrade or Replacement

Authentic community engagement re-establishes the connection between schools and communities, creating more effective schools and healthier neighborhoods.

10 Principles of Authentic Community Engagement. KnowledgeWorks Foundation

- Underground Utility Repair or Replacement
- Security Standards Upgrades
- AB -300 Structural Compliancy
- Notification Systems
- Educational Program Needs (EPN)
 - Enrollment Capacity
 - Educational Specifications Requirements
 - Information Technology
 - Architectural Upgrades
 - Parking & Traffic
 - Site Drainage
 - Storage
- Future Facility Needs (FFN)

The input received from the Master Planning Committees was the driving factor behind the creation of each school's Facilities Master Plan. Together with the Facilities Assessment this process generated a series of Master Plan drawings, a detailed list of proposed improvements, priorities assigned to each of those improvements and a Master Plan Summary. VPCS also provided cost

estimating for each improvement, based on the parameters described below.

Community Outreach

As was described above, the Vallejo community was involved in the Master Planning process through the 25 school site committees. Additionally, as part of the District's exploration of a possible bond measure a detailed, scientific survey was conducted of the entire Vallejo community to identify priorities and preferences for facilities improvements. The results of the survey provided guidance to our team throughout the development of the FMP. As part of the completion of the FMP a Board of Education Facilities Workshop was conducted to allow for Board of Education review and input on the FMP and to hear comments from the public on the FMP.



Cost Estimating Methodology

The importance of reliable project costs is of equal to the identification of needed facilities improvements. An estimated construction cost, as of early 2014, has been provided for each proposed facility improvement by VPCS in coordination with QKA. These estimated costs are based upon the following assumptions:

- All the improvements agreed to by the District are included.
- All costs are based on conceptual descriptions of facility improvements. Detailed plans and specifications have not been developed at this time.
- The construction will be competitively bid as required by California Contracts Code for public schools. A high degree of quality control will be enforced. Costs are based upon the District receiving bids from 6-10 pre-qualified General Contractors in addition to 3-5 Sub-Contractors bidding each trade
- Costs are based upon a separate contractor for each campus
- All costs are based upon prevailing wages as of 2014
- Temporary/Interim Housing costs are included for impacted facilities

Project Cost Inclusions

The master plan identifies general construction needs, which are the basis for the construction cost estimates. To provide for those additional items that will be identified during programming and design services, a design contingency has been added to the base estimates. In addition to the construction costs, other necessary costs have been included to determine accurate project costs. These include a construction contingency, design fees, construction management costs, Division of the State Architect and California Department of Education fees, hazardous materials abatement, and inspection fees as well as testing laboratory, bidding and other attendant costs.

Project Cost Exclusions

The project cost estimates do not include all furniture and other moveable equipment. For example, individual computers are not included as they are considered moveable equipment. Other exclusions from project costs include legal fees, bond counsel, financing consultants and internal district administration costs.

Public School Construction Costs

Inherent in public school construction costs are issues that are not encountered in private and most commercial construction. Essential facilities and prevailing wage laws are directly responsible for the significantly higher costs associated with public school new construction and modernization. Due to the importance of their occupants, school buildings are designated as "Essential Facilities" by law and require a greater level of

structural safety and engineering, which results in additional cost. Prevailing wage law also increases the cost of public school construction as compared to private sector work. The Prevailing Wage law increases the hourly wage rate of workers as compared to non-union wages. The combination of these issues increases public school construction costs by 25 to 30% or more relative to general commercial construction.

School Capacity Calculations

The Master Plan report for each Campus contains a calculation of the campus' student capacity. This capacity was determined using a standard formula and classroom loading standards which are consistent with District and California Department of Education standards. These ratios are not intended to correlate to the actual number of students in a classroom at any one time or the maximum capacity of a classroom. They are a guideline used to track the overall capacity of school campuses. For grades Pre-Kindergarten through 3, the loading ratio is 24 students per classroom, reflecting the District's goal to return to Class Size Reduction for these grades. For grades 4-5 the ratio is 32 students per classroom. For grades 6-12 the ratio is also 32 students per classroom and an allowance for teacher prep periods is made in determining the campus capacity. (At K-8 campuses no allowance for teacher prep is made for grades 6-8) Specialized teaching spaces such as PE Classrooms, Band, Chorus, etc., may be calculated at a higher ratio depending on the size of the space and the nature of the program.

Portable Classrooms

VCUSD, like most school districts in California, possesses a significant number of Portable Classrooms. These are stand alone classrooms that are pre-manufactured and delivered to the school sites on trucks. They are typically installed on non-permanent foundations with metal ramps. They are an inexpensive and quick way to provide classroom space. The Portable Classrooms in the District have a wide range of ages and conditions. Some are relatively new and in good shape and others are in a state of significant disrepair.

Because of the nature of their construction and their inexpensive nature, it does not generally make sense to renovate existing portable classrooms. Therefore we did not include the Portable Classrooms in our Facilities Assessment. We did, however, discuss the Portable Classrooms at each campus' Master Planning Meetings. We have included in each campus' Master Plan the removal (if no longer needed) or replacement of all Portable Classrooms. They may be replaced with new Portable Classrooms, Modular Classrooms or site-built construction depending on the available funding. If there were Portable Classrooms that were in significant dis-repair their replacement was placed at a higher priority.

Modular Classrooms

Modular Classrooms are classrooms that are all or in part pre-manufactured off of the school site and transported for construction. Modular Classroom buildings are intended to be permanent buildings and are installed on concrete foundations with on-grade access not requiring ramps. The District possesses a number of Modular Classroom Buildings. There is a wide variety in the age, quality and condition of these buildings. All of the Modular Classroom buildings are included in the Facilities Assessment and Master Plan for each campus.

Executive Summary

The Facilities Master Plan includes a vast amount of data and information about each of the District's 25 campuses.







This Executive Summary is intended to summarize that detailed information and present an overview of the entire District. The intent is to provide a concise view of the facilities issues and opportunities that VCUSD is facing. The Executive Summary is also provides a cumulative view of all of the campuses to give a total picture of the District's facilities needs.

District Wide Trends

As we developed the Facilities Master Plan we identified a number of consistent trends throughout the District. Many of these trends were first identified in the development of the Ed Specs with the establishment of District-wide facilities standards. We also identified a number of common issues during our Facilities Assessment of each campus. The public opinion survey that was completed in conjunction with the Master Plan identified which types of improvements were most important to the community at large. As we completed the Master Planning meetings with each school's Committee the trends were further described and a set of similar solutions revealed themselves.

After completing all of these steps it was clear that, although each campus had a different specific needs, there were similar themes across the District.

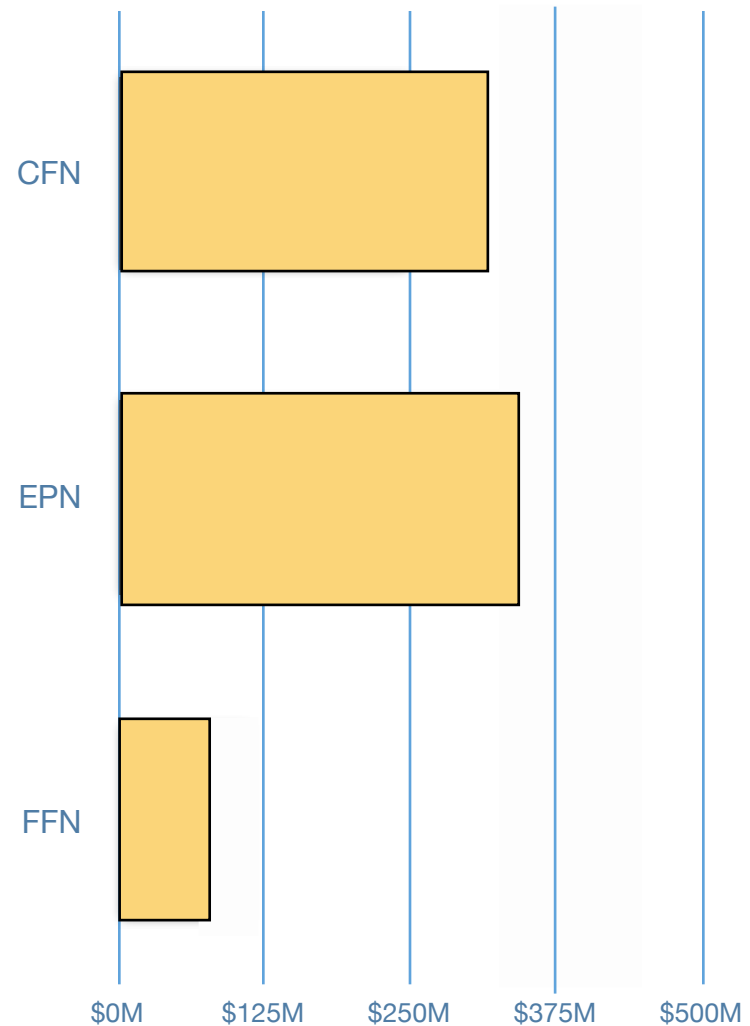
We developed six broad Facilities Need Themes to capture these themes. They are represented in the table below along with a brief list of common improvements in each category. The FMP includes a Master Plan Summary for each campus which includes a similar table describing the proposed improvements for each theme on that campus.

	FACILITIES NEED THEMES	COMMON PROPOSED IMPROVEMENTS
		
	Accessibility	Upgraded wheelchair ramps, restroom upgrades, accessible parking improvements to address code violations, changes to site features
	Technology	Classroom A/V systems, wireless internet access, computer labs & A/V systems at Multi-Purpose Rooms, Upgrade electrical, data and security
	Science, Technology, Engineering, Mathematics (STEM)	Improvements to Science classrooms and labs at Middle Schools and High Schools, outdoor work areas
	Community Schools	
	Infrastructure	

Facilities Master Plan Summary - Costs by Category

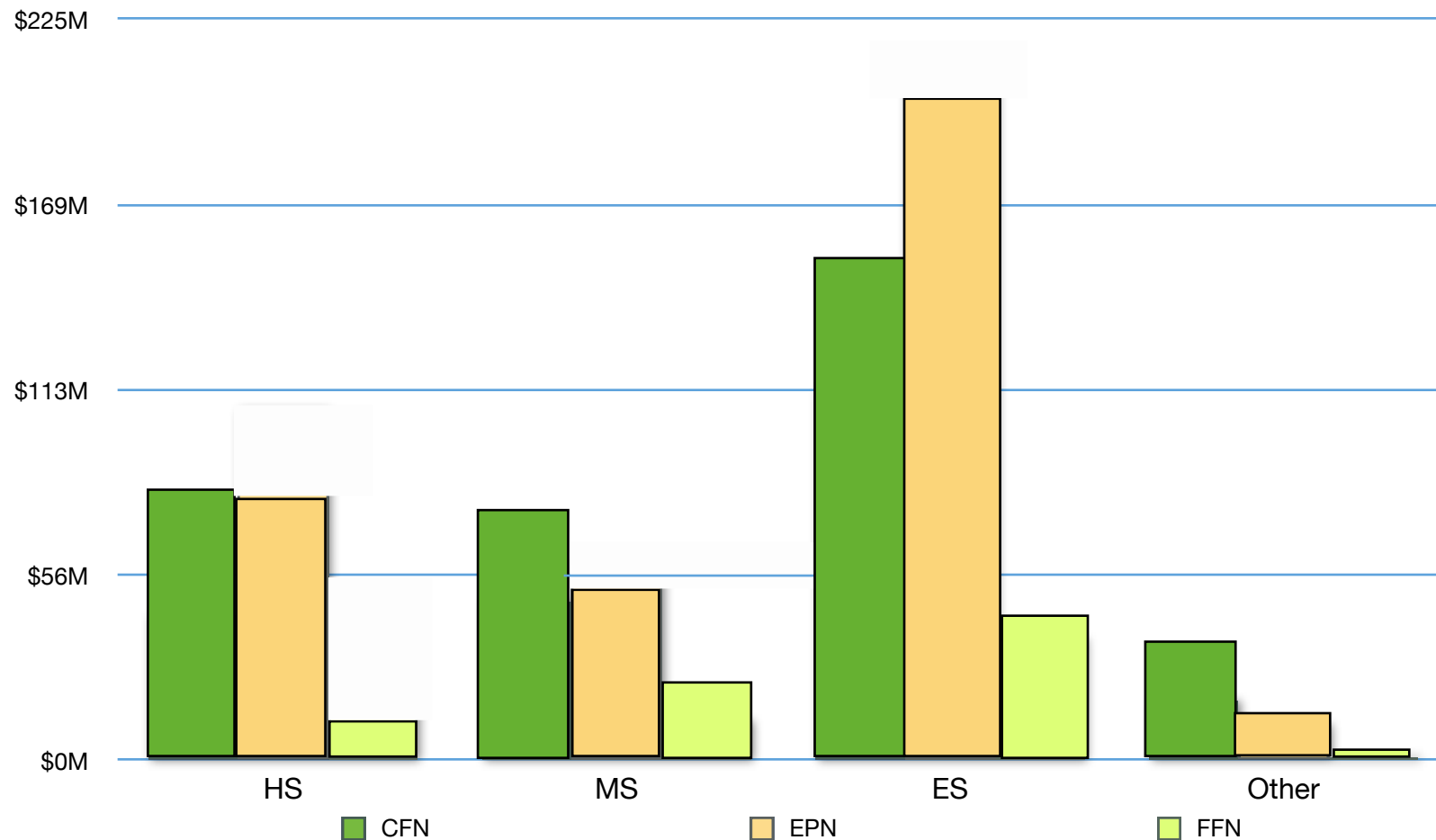
Total estimated cost of all proposed improvements in each of the three Categories. Cost per Student is the Total Master Plan Cost divided by the January 2014 enrollment total for the District.

CATEGORY	COST
Current Facilities Needs (CFN)	\$328,147,816
Educational Program Needs (EPN)	\$330,257,258
Future Facility Needs (FFN)	\$70,227,047
Total	\$728,632,101
Cost Per Student	\$64,721



Facilities Master Plan Summary - Costs by School Type and Category

Proposed improvements shown by type of school and Category. The graph indicates that the majority of costs of the proposed improvements are concentrated in Elementary Schools. It also shows that there are a significant amount of Educational Program Needs to upgrade facilities to serve 21st Century students.



Annie Pennycook	\$	11,388,921	\$	12,097,397	\$ 1,176,744 \$ 24,663,061
Beverly Hills	\$	8,947,496	\$	6,597,768	\$ 2,392,604 \$ 17,937,868
Dan Mini	\$	11,790,446	\$	22,778,870	\$ 463,085 \$ 35,032,401
Elmer Cave Dual Language	\$	20,316,621	\$	7,348,754	\$ 1,849,337 \$ 29,514,712
Federal Terrace	\$	11,397,867	\$	8,374,622	\$ 3,063,860 \$ 22,836,349
Glen Cove	\$	9,537,414	\$	5,568,700	\$ 2,143,734 \$ 17,249,848
Grace Patterson	\$	6,302,331	\$	4,984,074	\$ 3,576,473 \$ 14,862,878
Highland	\$	9,441,495	\$	26,963,342	\$ 1,614,987 \$ 38,019,824
Johnston Cooper	\$	12,197,725	\$	8,354,946	\$ 11,385,160 \$ 31,937,831
Joseph H. Wardlaw	\$	13,694,759	\$	14,340,924	\$ 3,403,924 \$ 31,439,607
Lincoln	\$	10,874,888	\$	5,627,407	\$ 423,296 \$ 16,925,591
Loma Vista	\$	7,820,857	\$	36,239,661	\$ 3,402,313 \$ 47,462,832
Mare Island	\$	7,821,365	\$	19,444,003	\$ 349,475 \$ 27,614,843
Steffan Manor	\$	11,465,661	\$	3,652,978	\$ 1,603,373 \$ 16,722,012
Vallejo Charter School	\$	10,754,602	\$	10,687,692	\$ 915,325 \$ 22,357,619
<i>Elementary School Sub-Total</i>	\$	163,752,447	\$	193,061,138	\$ 37,763,689 \$ 394,577,274
<i>(Inc. soft costs on hard construction cost)</i>					
Franklin	\$	15,445,782	\$	19,204,440	\$ 3,455,523 \$ 38,105,745
Hogan	\$	21,815,139	\$	13,882,622	\$ 15,564,977 \$ 51,262,739
Solano K-8	\$	27,150,008	\$	21,527,615	\$ 594,747 \$ 49,272,370
<i>Middle School Sub-Total</i>	\$	64,410,929	\$	54,614,677	\$ 19,615,246 \$ 138,640,853
<i>(Inc. soft costs on hard construction cost)</i>					
Jesse M. Bethel	\$	21,899,145	\$	28,950,858	\$ 6,510,886 \$ 57,360,889
Vallejo	\$	45,629,284	\$	37,798,191	\$ 4,959,551 \$ 88,387,026
<i>High School Sub-Total</i>	\$	67,528,429	\$	66,749,049	\$ 11,470,436 \$ 145,747,915
<i>(Inc. soft costs on hard construction cost)</i>					
Alternative School Sites					
VCUSD Learning Center	\$	22,118,947	\$	13,281,376	\$ 614,948 \$ 36,015,270
Vallejo Educational Academy	\$	10,337,063	\$	2,550,997	\$ 762,728 \$ 13,650,789
<i>Alternative School Sub-Total</i>	\$	32,456,010	\$	15,832,373	\$ 1,377,676 \$ 49,666,059
<i>(Inc. soft costs on hard construction cost)</i>					
Grand Totals	\$	328,147,816	\$	330,257,238	\$ 70,227,047 \$ 728,632,101

Educational Specifications

Facilities Master Plan for
Vallejo City Unified School District

v. 1.0 Board Approved May 21, 2014



Introduction

Vallejo City Unified School District (VCUSD) has selected Quattrocchi Kwok Architects and Van Pelt Construction Services (VPCS) to create a comprehensive Facilities Master Plan for the District. The first step in this process is the creation of the Educational Specifications (Ed Spec). The purpose of the Ed Spec is to identify and standardize the required facilities to meet the District's intended educational program at each type of school: Elementary Schools, Middle Schools and High Schools. (The District's K-8 schools will reference both the Elementary and Middle School requirements and identify the facilities requirements for their specific programs in the Master Planning process.) The intent is not to define exactly what facilities each school campus should have, but instead, provide a clear set of facility standards. The completed Ed Spec will be an important piece of the overall Master Planning Process. During the next phase, over the summer of 2013, QKA and VPCS will be evaluating each VCUSD campus against the requirements identified in this Ed Spec. We will then work with a Site Committee at each school, who represents the stakeholders in the school community, to create a long term Facilities Master Plan and identify the best way for each school to meet or exceed these standards at their school.

The VCUSD Ed Spec was developed in meetings with a committee representing stakeholders throughout VCUSD and the Vallejo community.

Acknowledgements

The task of developing the VCUSD Ed Spec could not have been accomplished without the dedication and contributions of the members of the Ed Spec Committee. We would like to take this opportunity to thank the following people for their contribution of time, leadership, and direction necessary to develop the following documents:

District

Dr. Ramona Bishop	Superintendent
Mel Jordan	Assistant Superintendent of Administrative Services
Mitch Romao	Director Categorical and ELL
Cheri Summers	Chief Academic Officer
LaTonya Derbigny	Director School and Student Accountability
Michael Santos	Director K-Adult Education
Steve Lane	Director of Facilities, Maintenance, Operations and Transportation
Rebecca Oraboni	Manager of Facilities, Planning and Operational Services
Cassie Gosslet	Coordinator of K-12 Education
Michael Cheap	Director of Technology
Beth Majchrzak	Director of Special Education

School Staff and Community

Michelle Jordan Faucett	Principal, Franklin Middle School
Linda Kingston	Principal, Jesse Bethel High School
Mary Dybdahl	Elementary School Principal
Margaret Clark	Principal K-8 School
J.R. Matulac	Parent and Community Member
Design Team	
Aaron Jobson	Principal, Quattrocchi Kwok Architects
Steve Kwok	Principal, Quattrocchi Kwok Architects
Mark Van Pelt	Principal, Van Pelt Construction Services

Applicable Standards and Regulations

The Ed Spec was developed in the context of and with reference to a variety of existing standards, requirements, and policies.

California Department of Education (CDE)

CDE and the California Education Code provide guidelines and standards for Educational Facilities. Where applicable the committee referred to these standards in developing the Ed Spec. It is the intent of the Ed Spec for all schools to comply with CDE facility recommendations wherever possible.

Collaborative for High Performance Schools (CHPS)

CHPS is a non-profit, national organization focused on making schools a better place to learn by facilitating the design, construction, and operation of high performance schools. The committee recognized that creating high performance facilities was a benefit to the environment, the students and teachers that will use the facility, and to the financial well being of the District. The Collaborative for High Performance Schools (CHPS) Best Practices Manuals and Criteria provide a guideline for implementing high performance concepts in the design of school facilities. The CHPS guidelines encourage the design of schools to provide environments that are energy and resource efficient, provides an excellent educational environment, and link the physical environment to the educational mission of the building. The CHPS Best Practices Manuals and Criteria also provide the flexibility needed to adapt these concepts to the specific context of each school campus and each projects goals, scope of work,

and budget. CHPS shall serve as a guideline for the development of Campus Master Plans and for the design of future facilities improvement projects.

Division of the State Architect (DSA)

Approval of project construction documents for all school renovations and additions are required from the Division of the State Architect. All requirements for code compliance, including compliance with the Americans with Disabilities Act (ADA) and requirements for emergency vehicle access will be addressed in the development of Campus Master Plans. All campuses should comply with the requirements of the current edition of the California Building Code as adopted by DSA.

VCUSD Mission, Core Values and Goals

The process of developing the Ed Spec and this document were developed within the framework of the established direction and philosophy of VCUSD, as summarized in these documents. (Attached as Appendix A)

VCUSD High School Wall to Wall Academies Program

A guiding force in the development for the specific Ed Spec requirements for High Schools was the District's plan to implement an Academy structure at both comprehensive High Schools. The Wall to Wall Academies Program is described in the VCUSD Instructional Vision. (Attached as Appendix B)

Vallejo Full Service Community Schools Program

VCUSD has committed to implementing the Full Service Community Schools Program across the District to better serve the needs of students and their families. The purpose of establishing the program is to ensure students have clear pathways from Preschool to College and Career, and that they receive the necessary support and services to reach that goal. The program will provide rigorous academics along with a wide range of services, supports and opportunities to enable all students to be successful and achieve their goals. This program was in place at 6 schools for the 2012-13 year, will be expanded to 10 more in the 2013-14 year, and District wide in the 2014-15 year. The Full Service Community Schools Program is described in the VCUSD Instructional Vision. (Attached as Appendix B)

VCUSD Science Technology Math and Arts Education (STEAM) Plan

VCUSD has begun to implement a plan to integrate a STEAM education plan, centered on project based learning at all of its schools. The program began implementation at the Middle Schools and will link to the Academies at the High Schools and expand to the Elementary Schools. A STEAM Advisory committee is being developed to guide the implementation process. The recommendations and the specific programs developed by the District will be a significant influence on the facilities requirements at each school campus. The VCUSD STEAM Program is described in the VCUSD Instructional Vision. (Attached as Appendix B)

VCUSD Technology Plan

The District has an adopted Technology Plan which provides direction for 2010 - 2015. This plan addresses educational technology from the standpoint of curriculum, professional development, infrastructure, and hardware. This document provided guidance to the Ed Spec near term technology needs. The plan is attached as Appendix C.

Vallejo City Unified School District Facilities Master Plan

Purpose

The purpose of this Ed Spec is to guide Facilities Planning across the District. The Ed Spec is intended to summarize the typical educational programs at each type of school and their facilities needs. It is intended to provide a standard level of facilities and to help ensure equity among campuses throughout the District. It is not intended to prescribe all facilities needs for any campus or to dictate how those needs should be met. It is intended that this Ed Spec will serve as a starting point for campus specific Master Planning processes to be undertaken at each site. The Master Planning process will engage each campus' stakeholders to decide how the facilities needs identified in the Ed Spec should be applied to each campus.

District Wide Standards

The following topics apply throughout the District to all school campuses. Any requirements in these areas specific to one of the school types will be addressed in that section.

Classroom Loading

For the purposes of determining and monitoring the student capacity of each campus VCUSD uses a standard number of students per classroom. These ratios are not intended to correlate to the actual number of students in a classroom at any one time or the maximum capacity of a classroom. They are a guideline used to track the overall capacity of school campuses. For grades Kindergarten through 3, the loading ratio is 28 students per classroom. For grades 4-5 the ratio is 32 students per classroom. For grades 6-12 the ratio is also 32 students per classroom and an allowance for teacher prep periods is made in determining the campus capacity. Specialized teaching spaces such as PE Classrooms, Band, Chorus, etc., may be calculated at a higher ratio depending on the size of the space and the program.

Technology

Throughout our four committee meetings the topic of technology was constantly discussed. It is the goal of VCUSD and the Ed Spec Committee to strategically integrate technology into the educational environment to support teachers and students and enhance student learning. We also discussed the likelihood that at some point in the future the District would transition to a 1:1 technology program where all students have access to a

computer or tablet type device throughout the school day. The timeline and strategy for the implementation of a 1:1 program is beyond the scope of this committee, but we agreed that long term plans should be developed with that in mind. Although our discussion of technology was wide ranging it can be summarized in a few basic strategies:

- Infrastructure: It is impossible for this committee (or anyone) to know exactly what the infrastructure requirements will be for instructional technology in the future. What we can be sure of is the use of technology in all aspects is increasing rapidly and all of that technology requires access to the internet through an adequate bandwidth. To that end, one of the most important requirements for each campus is to provide an adequate main connection and main data network infrastructure to support continued growth in bandwidth for each campus.
- Wireless Access: Increasingly the internet is accessed on a wireless network. The additional flexibility provided by wireless access can be a significant benefit to teachers, students, and in a future 1:1 scenario, wireless access is necessary. Therefore, all campuses should plan to include robust wireless data access in each building, outdoor courtyards and learning areas.

● Classroom Audio-Visual (AV) Systems: The District currently has a variety of classroom AV systems in place. Many of these systems are functional and serve teachers well, although they do not always have the appropriate infrastructure in place resulting in the use of cords along the floor and other unfortunate fixes. The design of the components of Classroom AV Systems is constantly changing and will continue to evolve in the future. Recognizing that the committee decided not to recommend particular components or systems for Classroom AV Systems. The system should be designed using the best available components at the time of installation. The AV system should also have the flexibility to address special education needs. Each classroom shall be provided with the following functionality to be accessed over the wireless network wherever possible:

- Large format visual display (projector and screen, monitor, etc.)
- Document Camera
- Laptop (or other portable device)
- Speakers for audio playback

● Computer Labs: The District currently has a variety of computer labs across its school campuses, which serve a number of purposes. Computer labs are currently used for a variety of activities, such as, specific courses, library research, testing, and specialized instruction. The committee expects that in the future the need for these computer labs will diminish as technology becomes more widely distributed among the students and access is more ubiquitous. As more and more students have access to technology and the internet in their

general classrooms, the need for specialized spaces for technology access will diminish. However, there will likely still be a need for Computer Labs to serve specialized classes related to Academies and the STEAM program, such as, Computer Programming, Digital Media, Engineering Design, etc. In the short to medium term there is a definite need for functional computer labs at each campus. The labs are needed to support technology access across the curriculum as the District implements the STEAM and Academy programs. Computer Labs will also be needed to support the digital testing requirements which take effect in the next few years. For these reasons, the District may need to create additional computer labs over the next few years.

● Support Current Technology: Although technology is changing rapidly and becoming more integrated into the learning process, it is also important to better support the District's existing technology. Funds are limited and it is critical to make sure that existing technology investments are used to the greatest extent possible. Many Elementary Schools have cart based classroom AV systems, but do not have the proper infrastructure to safely connect them, resulting in cords running across the floor and other issues. Part of any facilities improvements should include providing the infrastructure to better support current technology equipment and extend its useful life.

Campus Security

Student safety and Security is a primary concern of VCUSD and an important consideration in any facilities decision. The committee discussed campus security at length during our meetings. These conversations touched on many aspects of security, including, preventing unauthorized access to schools during the school day, preventing vandalism and theft and maintaining student safety on campus during the school day. There is a fundamental need to maintain the school as a safe space for students and this was the primary focus of our discussions. We also discussed the need for school campuses to feel open and inviting while maintaining this security. Maintaining connection between the campus and the community and between spaces on each campus is also an important part of maintaining security and supervision on a day to day basis. One of the main themes that we discussed was the need to strike an appropriate balance between this need for security and the need for openness and connection. As a result of this discussion we identified the following principal security requirements for all schools:

- Secure Perimeter: Each campus shall have a fenced and secure perimeter. The perimeter shall allow for only one point of entry, at the main office, during school hours. Wherever possible the campus buildings shall be used to create the secure perimeter to minimize the use of fencing and present a more inviting image to the community. Fencing shall be a minimum of six feet tall and include lockable gates. Fencing design shall minimize the number of gates to make securing

the school as easy as possible. The secure perimeter shall include field and asphalt play areas. Where these areas are used jointly with GVRD to address security issues.

- Access to fields and playgrounds: Community access shall be provided to all fields and playgrounds with the exception of Corbus Field. Gates shall be provided in the perimeter fencing and unlocked at the end of the school day to allow community access. A second line of fencing may be provided to separate the buildings, courtyards, and spaces around the buildings from the play area to prevent vandalism and theft at the buildings during non-school hours. However, this is a secondary concern and should be addressed at each campus.
- Video Surveillance: Each campus shall have an appropriate video surveillance system. The District already has a plan in place to install these systems throughout the District and implementation is ongoing.
- Communications: Each campus shall have an effective and operational communications system. The communication system needs to provide the ability to broadcast announcements to all areas of the campus simultaneously, including, all teaching spaces, offices and outdoor areas. Ideally the system could be accessed to make these announcements from anywhere on campus. The system shall also provide the ability for District Office staff to notify school sites in an emergency.
- Doors and Windows: All classroom doors should be provided with a window or sidelight to provide visibility of the outside of

that door. All classroom doors should have hardware that allows the classroom to be locked from the inside with a key. (Most classrooms already have this type of hardware.) All windows (including those in entry doors) shall have functioning blinds which can be closed easily to prevent visibility into classrooms from the outside. The District standard is to provide laminated glass at all windows for additional protection from intrusion.

- Intrusion Alarm: Each campus shall have a functional intrusion alarm system. Ideally all schools would be connected on the same District wide system. Additionally, each campus shall have secure areas or rooms for technology storage that include additional security measures to prevent theft.
- Fire Alarm System: All fire alarm systems shall be brought up to current code as improvements are made (per DSA requirements). Wherever possible a single system shall be created on each campus. Where multiple systems occur on a campus they should be connected together.
- Communications System: Each campus shall be provided with a well functioning communications system that allows each classroom or learning space to communicate with the main office and other spaces on campus. This system will serve everyday communication needs as well as needs for immediate communication during an emergency. The most appropriate technology will be selected at the time of design and installation.

Campus Visual Appearance (Curb Appeal)

The visual appearances of school campuses are important. How campuses appear and how they relate to the community affect the connection between the school and its community. The initial impression that people get from the exterior of a school can have a lasting impact on their perception of that school and its value in the community. These impressions also have an impact on students and how they perceive schools and how much their community values their education. School campuses should present a warm and inviting image to the community to make people feel welcome coming to the school and supporting the school community. In the process of Master Planning each school should include the following components to improve the visual appearance of the school and the connection to its community:

- Sense of Entry: Each school should have a single, main point of entry, as discussed under security above. The design of the school shall make that entry clear and inviting, leading people to that main entry point. This may include features of the building design or landscape design to make an inviting entry.
- Marquee Signs: Each school should have a marquee sign with the school name and a method for displaying school events and announcements.
- Finish Materials: Durable and attractive finish materials should be used so that the facility can be maintained and the appearance kept up over the long term.



Rosa Parks Elementary (right) in Berkeley and Anna Yates Elementary in Emeryville were referenced as schools which had been renovated to have good curb appeal

Full Service Community Schools

VCUSD's implementation of the Full Service Community Schools program across the District will have a significant impact on each campus and how it interacts with the community. The FSCS program will bring a number of different community and government agencies on to each school campus to make services and support available to the students and their families. Although each school will have a unique way of implementing the program and connecting with their community, there are common facility needs that each school will be required to meet:

- Clear point of entry: Since the FSCS program will result in more visits to the school on a regular basis, from both student families and professionals, it will be important to have a single, clear point of entry to the campus that is inviting to visitors.
- Private Meeting Spaces: The FSCS program will need access to a number of private meeting spaces for meetings between student families and service providers. The number and size of these meeting spaces will vary based on the size of the school, but access to at least two meeting spaces should be provided. Each space should be capable of accommodating meetings of 5-10 people. The meeting spaces should be adjacent to the

campus Administration offices and, wherever possible, shared between the users.



- Office Spaces: Private itinerant office spaces are needed for the professionals from partner organizations that will be working on-campus with students and their families. The number of offices will vary by the size of the school, but all offices are expected to be shared by multiple organizations and used by whomever is on-site.

Safe Routes to School

VCUSD participates in the Safe Routes to School program with the Solano County Transportation Authority. The Safe Routes to School program is a collaborative program where multiple agencies work together to ensure that students have a safe path to and from school campuses. The program evaluates school campuses, identifies issues with the routes to the school, and works with the agencies involved to design and implement solutions to those problems. VCUSD has worked collaboratively with the City of Vallejo on a number of Safe Routes to School projects and continues to actively work with the program to address all of the school sites.

Elementary Schools

Educational Specifications

Parking and Drop-off

Elementary Schools throughout the District have a variety of parking and drop-off configurations and conditions. In general the following features should be provided:

- On-site Parking should be provided for staff where possible. On-site accessible parking should be provided at all schools.
- Clearly marked and signed drop-off areas should be provided. Where possible these drop-off areas should be off of the street and on the school campus. Clear curb striping and signage should be provided to direct traffic flow. A safe route for students from the drop-off to the school should be provided to minimize or eliminate the need for students to cross vehicle traffic areas.
- Provide a separate Special Education drop-off area where possible. The accessible drop-off areas should be provided at the Special Ed drop-off where possible.

Learning Environments

Elementary Schools include a variety of learning environments which should be designed for maximum flexibility to accommodate changing educational programs, policy, and demographics. Elementary School learning environments should include the following features:

- The basic size for an Elementary School Classroom is 960 square feet per District and State standards.

- Special Education classrooms should be sized according to their specific needs and enrollment, but should typically be larger than a standard classroom, approximately 1,200 square feet.
- Kindergarten classrooms should also be larger than standard classrooms at approximately 1,200 square feet. Wherever possible Kindergarten classrooms should include a single occupancy restroom accessible from the classroom.
- Classroom technology and audio-visual systems should be provided in all classrooms as discussed above.
- All learning environments should provide an acoustic environment supportive of teaching in compliance with the CHPS acoustics standards.
- All learning environments, if possible, should be provided with natural light and views to the outdoors. Natural light should be provided through windows and skylights, and should be controlled to prevent glare and heat gain, and to allow spaces to be darkened.
- Flexible and functional furniture should be provided in each space. The furniture should be easy to move and re-configure to enable the use of a variety of teaching styles throughout the school day.
- STEAM Lab: Each Elementary School should have a dedicated STEAM Lab space for use by all teachers to implement the STEAM program and provide space and resources for project based learning. This space will not be assigned to a single

teacher or class so that it is available to all classes. The STEAM Lab should have the following features:

- Large space able to accommodate more than 32 students. Approximately 1,400 - 2,000 square feet.
 - Sinks with hot and cold water.
 - Cabinetry and/or storage rooms for the storage of materials and projects.
 - Durable water-resistant finishes to accommodate messy and wet activities, such as, experiments and art projects.
 - The space should be centrally located and have access to outdoor space.
- Small Group Instruction: Spaces should be provided to support pull out programs and groups of students working on projects. These spaces should be located adjacent to classrooms and be as easily supervised as possible from adjacent classroom spaces. They should be large enough to accommodate 6-10 people, approximately 200-300 square feet. Flexible furniture and a white board should be provided in each room.
 - Outdoor Learning Spaces: Functional outdoor spaces should be provided throughout each campus. These should be spaces for exploration, discovery learning, and allow students to interact directly and indirectly with nature. They should be easily visible for supervision from adjacent classroom spaces. A covered outdoor area should be provided and sized to

accommodate a full class. The covered outdoor area should have power and wireless internet access.

- Special Education: There are a variety of Special Education spaces throughout the Elementary Schools. Non-Severely Handicapped students are generally integrated into mainstream classrooms with a Resource Specialist providing additional support. The facilities for many of the Special Ed programs are inadequate and some do not meet State Standards. As part of the Master Planning process each Special Ed program should be matched to the most appropriate facilities at schools throughout the District. All Special Ed classrooms should be accessible and located as close as possible to the accessible drop-off area. Special Ed facilities should also be integrated into the campus so that they do not feel separate. Severely Handicapped classrooms are located at Elementary Schools throughout the District. These classrooms have the following specific features:
 - Sized appropriately to accommodate the number of students.
 - Access to specialized restroom and changing facilities, preferably directly from the classroom.
 - Overhead lifts should be provided where needed by the program.
- School Garden: Each Elementary School should identify a location for a school garden. Some sites currently have active school garden programs which can be supported and

encouraged. Other sites will need to identify areas to develop a garden in conjunction with the School Community. School Gardens should all have secure fencing to protect them from vandalism. Ideally School Gardens should be located adjacent to the covered outdoor learning area.

- Computer Lab: Each Elementary School should have at least one dedicated Computer Lab. The Computer Lab is intended for instruction and testing. The lab should be 960 - 1,200 square feet and designed to accommodate a minimum of 35 students. The Computer Lab should be located adjacent to the Library.

Library

Each Elementary School shall have a dedicated Library space. Although VCUSD is currently unable to provide Librarians at Elementary Schools, it is the District's goal to have Librarians as funding becomes available. The role of the Library at an Elementary School is changing as we fully embrace concepts of 21st Century Learning. However, even with these changes, the need for a specialized, flexible space for students to access information and work collaboratively will be greater than ever. In this environment Libraries should be provided with the following features:

- Circulation Desk: Centrally located to provide supervision and access control.
- Open flexible space of approximately 1,800 - 2,400 square feet.

- Flexible furnishings and layout to support a variety of activities including: individual study, group collaboration, research, presentations, and work on projects.
- Area for specialized technology access, either through an adjacent computer lab or a space within the Library.
- Stacks area for books.

Multi-Purpose Room

As their name implies, Multi-purpose rooms support a wide variety of programs and activities within each Elementary School. Among the major uses are; food service, after school programs, physical education, large group learning, performance, and as a community gathering space. It is critical that these spaces are flexible, sufficient areas, and amenities to support this variety of activities. Multi-purpose Rooms should have the following features:

- Large flexible and open space of approximately 2,500 - 3,000 square feet. This will provide space for 150-200 people in tables and chairs and 350-400 in chairs only.
- Adjacent covered outdoor eating area to provide additional seating space.
- Flexible, age appropriate. and safe dining tables with a dedicated storage area.
- Warming Kitchen with appropriate appliances and serving areas to provide healthy foods and areas to serve them

efficiently and safely. The Kitchen should also have clear and easy access to deliveries from the District's central kitchen facilities.

- Dedicated storage for PE equipment and materials.
- Stage or raised platform to serve as a stage for performances and presentations.
- A/V system for presentations and performances. The A/V system should include equipment for large format video presentations, audio amplification, and playback, as well as, simple stage lighting.
- Acoustic treatment to allow space to be effectively used for performances and presentations. Acoustic materials must be durable enough to hold up to PE, but not basketball or other ball sports.
- Durable finishes throughout the room, such as, high impact gypsum board, corner guards, linoleum flooring, and cleanable wall panels.
- Dedicated storage space for after school programs.
- Easily accessible by the community for events. Controlled access to allow outside groups to use the facility without accessing the remainder of the campus.

Administration

The Administration area of an Elementary School serves many functions. It is the main entry to the school welcoming students,

parents and community members. It is the point of entry and security for the campus. It is the workplace of the school's staff and the primary hub of staff activity on campus. The Administration area should clearly serve as the point of entry to the school and should be architecturally expressed for a good impression and clear point of entry, as discussed above under Campus Visual Appeal. At the point of entry, the Administration area should have a lobby or waiting area for parents and visitors with a reception desk that also serves as the work space for the school administrative staff, typically 2 workstations. The Administration area should also be centrally located within the campus to provide good visibility of the campus for supervision and for easy accessibility by the students. In addition to these general items, the Administration area should have the following specific features:

- Principal's Office of approximately 200 square feet to provide space for a desk and a small meeting table. The office should be close to the main lobby and be connected to or close to a conference room.
- Assistant Principal's Office (on campuses with AP's) of approximately 120 square feet adjacent to the Principal's office where possible.
- Nurse's Office of approximately 150 square feet easily accessible from the main campus area. The Nurse's office should have a sink and storage cabinetry for first aid supplies.
- 2-3 Conference Rooms for meetings, IEP's, and for use by the Community Schools Program. One Conference Room should

be large enough to accommodate 10-12 people, approximately 250 square feet. The other Conference Rooms can be smaller, approximately 150-200 square feet. The large conference room should be provided with an AV system and marker board. The smaller rooms should just have a markerboard.

- Resource Specialist Office of approximately 120 square feet to provide workspace for Resource Specialist. (Work with students to take place in additional spaces, such as, Small Group Instruction spaces)
- 2-3 private offices for use by itinerant staff of approximately 120 square feet each. These offices are to be used by the Psychologist, Counselor, Community Schools Program and other staff when they are on campus.
- Minimum of two lockable storage areas for records. One area dedicated for Special Education.
- Teacher Collaboration/Work Room of approximately 350-400 square feet. The Work Room should be easily accessible from the campus and connected to the main Administration area. There should be a small kitchen area, storage cabinets, and counters for materials and equipment, space for large copiers and work tables. Staff restrooms should be located nearby.
- Prominent space for display of student work. This may be located in or near the Administration offices or at some other prominent location at the school. Display cases, bulletin boards or other means of displaying student work should be provided.

Playgrounds

The playground areas, both landscaped and hardscape (asphalt) are an important part of every Elementary School campus. All Elementary Schools should be provided with safe, accessible, visible for supervision, and usable landscape and hardscape play areas. A separate play area should be provided for Kindergarten classrooms and Pre-school programs. Where possible these areas should be separated from the rest of the playground by buildings or a short fence. On some campuses the playgrounds and/or fields are operated under a joint use agreement with the Greater Vallejo Recreation District (GVRD). In these cases the design and maintenance of the facilities shall be coordinated closely with GVRD. Outdoor storage for PE and recess equipment shall be provided and designed to be safely accessible to students. At fields trash cans and dispensers for dog waste bags should be provided to encourage the community to take care of the school.

-

Middle Schools

Educational Specifications

Parking and Drop-off

Middle School campuses in the District have a high volume of students walking to campus or being dropped off at school, with only approximately 10-20% of students arriving by bus. All Middle Schools should have a safe, off-street drop-off area that provides a clear path for students onto campus without crossing traffic. Signage should be provided to encourage parents to obey traffic laws and school rules when dropping off students. A separate dedicated drop-off area should be provided for Special Education Busses. Off-street, paved parking should be provided for all faculty and staff. Visitor parking should be provided off-street as well. Asphalt play areas should be available for use as overflow parking areas for special events.

Security

In addition to the general security requirements described under District Wide Standards above, Middle Schools also have a number of public use facilities. Both the gymnasiums and auditoriums at Hogan and Franklin Middle Schools are frequently used by community groups. Where possible, fencing and security features should be designed to allow access to these facilities without allowing access to the rest of the school campuses.

Learning Environments

Middle Schools contain a variety of learning spaces to serve their varied curriculums. All learning environments should be designed for maximum flexibility to accommodate changing

educational programs, policy and demographics. Middle School learning environments should include the following features:

- The basic size for a Middle School Classroom is 960 square feet per District and State standards. The possibility for joining classrooms together into larger learning environments should be explored, but no current educational program exists for team teaching.
- Classrooms should be connected to the outdoors wherever possible.
- Special Education classrooms should be sized according to their specific needs and enrollment, but should typically be larger than a standard classroom, approximately 1,200 square feet.
- Classroom technology and audio-visual systems should be provided in all classrooms as discussed above.
- All learning environments should provide an acoustic environment supportive of teaching in compliance with the CHPS acoustics standards.
- All learning environments, if possible, should be provided with natural light and views to the outdoors. Natural light should be provided through windows and skylights, be controlled to prevent glare and heat gain, and to allow spaces to be darkened.
- Flexible and functional furniture should be provided in each space. The furniture should be easy to move and re-configure

to enable the use of a variety of teaching styles throughout the school day.

- STEAM Labs: Each Middle School should have two dedicated STEAM Lab spaces for use by all teachers to implement the STEAM program and provide space and resources for project based learning. These spaces will not be assigned to a single teacher or class so that it is available to all classes. One should be a STEAM Learning Lab, which will be a large, open shop-like space for projects. The STEAM Learning Lab should have the following features:

- Large, open space of approximately 2,000 square feet to accommodate two classes at a time.
- High ceilings and durable finishes.
- Power and data access distributed throughout the space including in the floor or via overhead reels.
- Adjacent and connected outdoor workspace.
- Multiple large work sinks for projects and to support Art program.
- Storage cabinetry or separate storage room to house materials for multiple classes.
- Flexible furniture, such as, work tables and chairs that can be easily moved and re-configured.
- Classroom AV system.

The other space should be a STEAM Science Lab to support science classes and projects. The STEAM Science Lab should have the following features:

- Classroom space of approximately 1,400 square feet.
 - Perimeter casework with sinks to create lab stations. Eight work stations to be provided, each with a sink and gas outlet.
 - Work tables and chairs that can be easily moved and/or pushed against perimeter casework to create lab stations or configured for a lecture or project work.
 - Demonstration table at the front of the classroom with sink and gas outlet.
 - Classroom AV system.
- Small Group Instruction: Spaces should be provided to support pull out programs and groups of students working on projects. These spaces should be located adjacent to classrooms and be as easily supervised as possible from adjacent classroom spaces. They should be large enough to accommodate 6-10 people, approximately 200-300 square feet. Flexible furniture and a white board should be provided in each room.
 - Outdoor Learning Spaces: Functional outdoor learning spaces should be provided throughout each campus. These should be designed to serve a variety of needs including: quiet study,

small groups, formal classes, exploration and discovery learning. They should be easily supervised from adjacent classroom spaces. A covered outdoor area should be provided and sized to accommodate a full class. The covered outdoor area should have power and wireless internet access.

- School Garden: Each Middle School should identify a location for a school garden. Some sites currently have active school garden programs which can be supported and encouraged. Other sites will need to identify areas to develop a garden in conjunction with the School Community. School Gardens should all have secure fencing to protect them from vandalism. Ideally School Gardens should be located adjacent to the covered outdoor learning area.
- Special Education: There are a variety of Special Education spaces throughout the Middle Schools. Non-Severely Handicapped students are generally integrated into mainstream classrooms with a Resource Specialist providing additional support. The facilities for many of the Special Ed programs are inadequate and some do not meet State Standards. As part of the Master Planning process each Special Ed program should be matched to the most appropriate facilities at schools throughout the District. All Special Ed classrooms should be accessible and located as close as possible to the accessible drop-off area. Special Ed facilities should also be integrated into the campus so that they do not feel separate. Severely Handicapped classrooms are located at elementary schools throughout the District. These classrooms have the following specific features:

- Sized appropriately to accommodate the number of students.
- Access to specialized restroom and changing facilities, preferably directly from the classroom.
- Overhead lifts should be provided where needed by the program

- Computer Lab: Each Middle School should have at least 2-3 dedicated Computer Labs. The Computer Lab is intended for instruction and testing. Each lab should be 960 - 1,200 square feet and designed to accommodate a minimum of 35 students. One of the Computer Labs should be located in or adjacent to the Library as described below.

Library

All three Middle Schools currently have Libraries, however, the use and program for those spaces is changing. The Library should be a technology-rich and focused space for accessing information. Robust technology infrastructure should be provided to support student access and the possible future transition to digital books. Technology should be the focal point of the space with computers and flexible seating for students working in groups and using digital devices. Books should be placed at the periphery of the space to provide a more open and flexible space. Current amounts of stacks are adequate, but books need to be updated. The Library should have a connected classroom space so that a teacher can bring a class into the Library without disrupting other students in the space. A Computer Lab should

also be provided in the Library. This could be an area within the Library space or a connected room. The Computer Lab should also be designed to serve as an additional testing facility.

Performing Arts

Performing Arts are a significant part of the Middle School experience at each of the schools. Band and music are very active programs which are important to the Community. A dedicated instructional space should be provided for the Music program at each school. The Music classroom should have the following features:

- Approximately 1,800 - 2,000 square foot space to accommodate classes up to 60 students.
- Dedicated storage space for instruments and uniforms.
- Acoustic environment supportive of music instruction.
- Adjacent to Auditorium.

Each Middle School should also have an Auditorium or similar space for performances. Franklin MS and Hogan MS both have Auditoriums that serve this function, whereas, Solano MS does not. The Auditorium should have durable and comfortable finishes, an appropriate acoustical environment, a formal raised stage, and an up to date AV system for performances that is simple to use and connect to for school and community use. The Middle Schools do not currently have an active Drama program but one may be developed in the future. The stage of

the Auditorium could also serve as a Drama instruction space, although additional storage would need to be provided.

Gymnasium

Each Middle School has a dedicated Gymnasium space for Physical Education and Athletics. The main gymnasium spaces should be sized for competition basketball and volleyball courts with cross-courts as space allows. Bleachers should be provided for spectator seating and events. Existing bleachers should be renovated or replaced, as necessary, to provide safe operation and seating surfaces. Locker rooms should be provided adjacent to or connected to the Gymnasium. Locker rooms should have PE lockers to hold uniforms and backpacks. Locker rooms should be laid out to provide adequate supervision of the locker room. A Physical Education Classroom space should also be provided, ideally adjacent to the Gymnasium, fields and/or playground.

Administration

The Administration area of each Middle School serves as the main entry to the school welcoming students, parents, and community members. It is the point of entry and security for the campus. It is the workplace of the school's staff and the primary hub of staff activity on campus. The Administration area should clearly serve as the point of entry to the school. It should be architecturally expressed to create a good impression to the community and create a sense of entry, as discussed above under Campus Visual Appeal. At the point of entry, the Administration area should have a lobby or waiting area for

parents and visitors which provides a welcoming environment. The Lobby should provide a clear space for Parents to wait when visiting the campus and a Reception Desk for control of visitors entering the campus. The Reception Desk serves as the work space for the school administrative staff, typically 2 workstations. The Lobby should also include an Attendance Desk accessible to students and parents. The Administration area should also be centrally located within the campus to provide good visibility of the campus for supervision and for easy accessibility by the students. In addition to these general items, the Administration area should have the following specific features:

- Principal's Office of approximately 200 square feet to provide space for a desk and a small meeting table. The office should be close to the main lobby and be connected to or close to a conference room.
- Assistant Principal's Office of approximately 120 square feet adjacent to the Principal's office where possible.
- Nurse's Office of approximately 150 square feet easily accessible from the main campus area. The Nurse's office should have a sink and storage cabinetry for first aid supplies.
- 2-3 Conference Rooms for meetings, IEP's and for use by the Community Schools Program. One Conference Room should be large enough to accommodate 10-12 people, approximately 250 square feet. The other Conference Rooms can be smaller, approximately 150-200 square feet. The large conference room should be provided with an AV system and marker board. The smaller rooms should just have a markerboard.

- Resource Specialist Office of approximately 120 square feet to provide workspace for Resource Specialist. (Work with students to take place in additional spaces such as Small Group Instruction spaces)
- 2-3 private offices for use by itinerant staff of approximately 120 square feet each. These offices are to be used by the Psychologist, Counselor, Community Schools Program and other staff when they are on campus.
- Minimum of two lockable storage areas for records. One area dedicated for Special Education.
- Teacher Collaboration/Work Room of approximately 350-400 square feet. The Work Room should be easily accessible from the campus and connected to the main Administration area. There should be a small kitchen area, storage cabinets and counters for materials and equipment, space for large copiers and work tables. Staff restrooms should be located nearby.

Playground

Each Middle School should have hardscape and field areas as large as possible to accommodate Physical Education and Athletics activities. The fields should be safe and maintained. Each school should have a track or walking path for use in PE and physical fitness testing. This does not need to be an official track, a paved, measure walking path is acceptable. A large asphalt play area should be provided with basketball courts. There should be a separate area of the playground dedicated to the 6th graders. This area should be programmed for more

elementary style games and play. This space could be a courtyard or an area of the playground and does not need to be separated with a fence, but should feel like a separate space.



High Schools

Educational Specifications

Parking and Drop-Off

A safe off-street student drop-off area should be provided on each campus. There should be a clear, safe connection to the campus from the drop off area. The drop-off area should also be easily supervised and designed to minimize impacts to street traffic. There should also be a clear, safe path of travel from nearby public transit stops. Each campus should provide adequate and safe off-street parking for students, staff and visitors. Student parking should be provided for 15-20% of the student population of the campus. The student parking area should be easily supervised and secure. After hours access and traffic speed should be controlled as much as possible. Staff parking should be provided for all teachers and staff, but does not need to be separated from student parking. Visitor parking should be located adjacent to the Administration Building.

Academies

As VCUSD implements the Wall to Wall Academy program, each school will be organized into a 9th Grade Academy and number of thematic Academies. The facilities for each Academy should be designed to meet the specific educational requirements of that academy, which will be addressed in the Master Planning process for each campus. Each Academy should have its own space on campus. There should be a sense of being in its own space but also connected to the rest of the campus. Each Academy should also have its own Administration area to house the staff dedicated to that Academy and create a greater sense of community between the students and staff of the Academy.

These satellite Administration areas should have the following features:

- Small reception area with workspace for 1 administrative staff person.
- Assistant Principal's Office of approximately 150 square feet.
- Office space of 120 square feet for Counselor.
- Teacher Collaboration/Work Room of approximately 250-300 square feet. There should be a small kitchen area, storage cabinets, counters for materials and equipment, space for large copiers, and work tables. Staff restrooms should be located nearby.
- One Conference Room large enough to accommodate 10-12 people, approximately 250 square feet.

Each Academy should also have access to a space that is large enough to accommodate the entire Academy student body for student presentations. This space should be properly equipped for presentations with an AV system and voice amplification. Flexible furniture should be provided so that the space can be used for other functions as well.

Learning Environments

Within the Academy, context learning environments should be configured to serve the needs of those programs. Learning environments should also be designed to create flexible spaces

that can adapt to future programs, pedagogy and future career paths. Opportunities to create larger multi-teacher learning environments should be explored.

- Learning Labs: Each Academy should have a large Lab/ Workshop space designed for its theme. This should be an open and flexible space sized to accommodate multiple classes and support diverse project based learning activities. This may also serve as the large presentation space.
- Small Group Instruction: Spaces should be provided throughout each Academy to support pull out programs and groups of students working on projects. These spaces should be located adjacent to classrooms and must be supervised from adjacent classroom spaces. They should be large enough to accommodate 6-10 people, approximately 200-300 square feet. Flexible furniture and a white board should be provided in each room.

Administration

The main campus Administration will continue to house a large portion of the administrative team for each High School and will continue to be the main entry point for the campus. The main Administration should be an open and inviting space with a strong connection to the community. It should be architecturally expressed to create a clear sense of entry. There should be an open and welcoming Lobby and waiting area with a reception desk which serves as a workspace for some of the administrative team. The main Administration area should provide work spaces for all of the administrative team not housed in the Academies,

including the Principal, Campus Supervisors, Attendance Office, Psychologist and other staff. The space should be designed to be open and minimize the number of enclosed offices.

Library

The Library in a High School campus serves increasingly diverse roles. It will continue to function as an important location to access information and resources, but it is becoming much more of an active and collaborative space. The Library should provide a variety of work and study spaces for individuals, small groups, large groups, and even full classes. The Library should be a technology rich environment with the infrastructure and equipment to support a future transition to digital textbooks. The Library should also be equipped to be a space for presentations and other large group activities. It should also serve as a public meeting facility with provisions for secure after hours access.

College and Career Center

The College and Career Center serves an important role in connecting students to their future and should have a central location on campus that makes it easily accessible and visible to students. It should provide a central location for all college and career information for students. There should also be easy public access for parents and family members. The College and Career Center could be located adjacent or connected to the Library.

Athletics

Each school should have facilities to conduct day games and track meets on campus for all major sports programs. The fields should be accessible, well maintained, and safe. An all-weather track and field should be provided. Gymnasium facilities at both schools are currently adequate but may need to be renovated at Vallejo HS. The Locker Rooms need to be re-configured to provide better visibility and supervision. The number of showers in the existing facilities could be reduced.

Lockers

Student lockers are not required at either High School. The lockers have already been removed from Jesse Bethel High School.