

A group of four students are sitting around a table in a classroom, working on a project. They are looking at a large sheet of paper with diagrams and text. One student is writing on the paper. There are various school supplies on the table, including pens, pencils, and a pencil sharpener. The background shows other tables and chairs in the classroom.

San Ramon Valley Unified School District

Facilities Oversight & Advisory Committee (FOAC)

LONG RANGE FACILITIES PLAN PRESENTATION

OCTOBER 17, 2023 6:00pm



AGENDA: **PROCESS OVERVIEW & FINDINGS**

Why Are We Here Today?

What is a Long-Range Facilities Development Plan?
Process Quick Overview: Schedule & Participants

What Have We Learned?

Visioning: Educators, Students, Leadership, Sites
Community & Student Survey Results
Facility Condition Assessments
Demographic Projections

Town Hall Feedback

Common Questions
Design Guidelines Input
Design Guidelines Highly Desired

Questions / Discussion



LONG RANGE FACILITIES PLAN **SCHEDULE UPDATE**

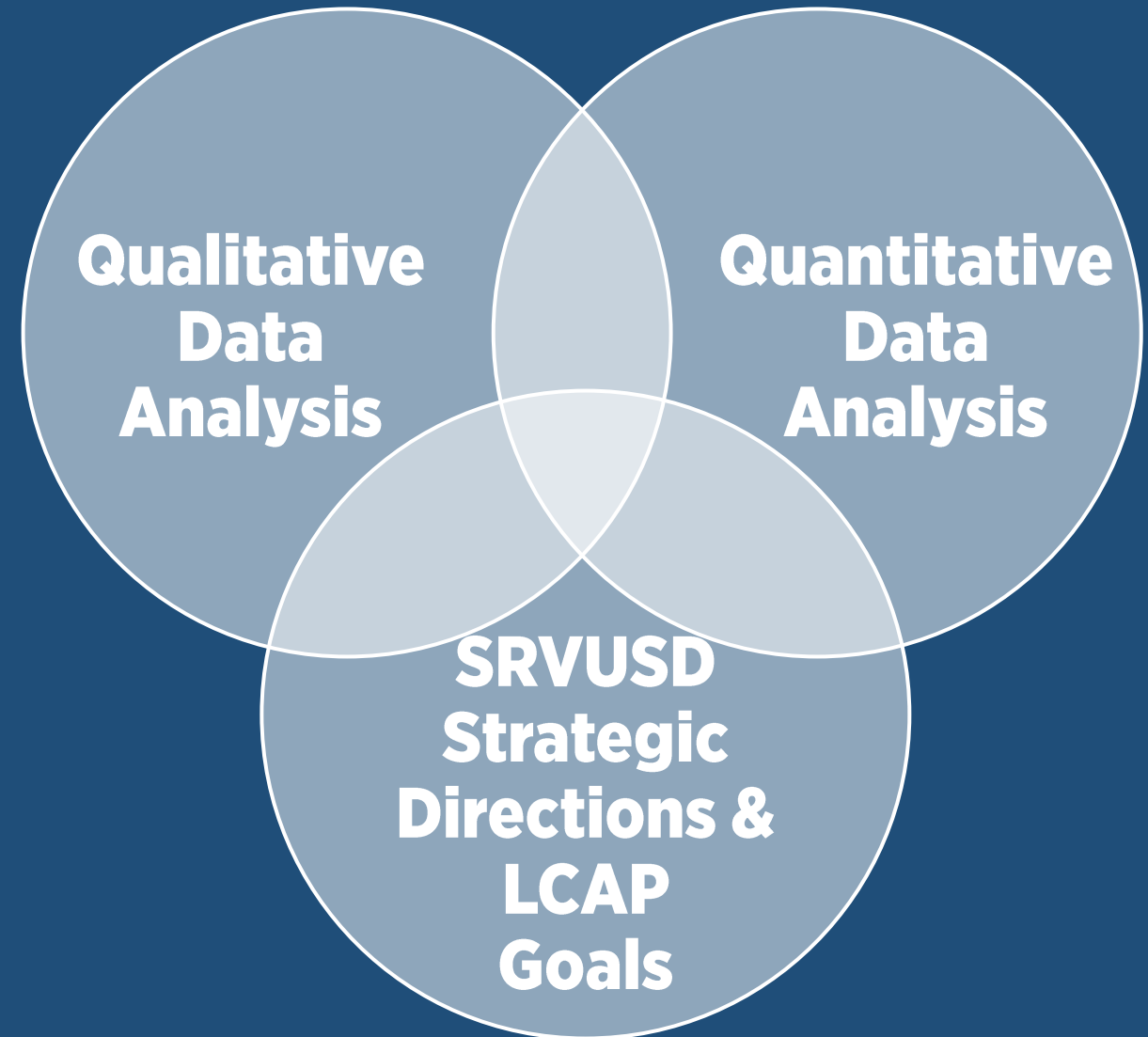
- SRVUSD Facility Development Committee Meetings: Monthly since February 6th
- Site Committee Visioning Workshops #1: February 16th – March 10th
- Final Draft Facilities Condition Assessments complete
- Community Online Surveys: deployed August 22, 2023
- (4) Town Halls: 9/7: Cal HS, 9/13: Dougherty HS, 9/14: Monte Vista, 9/20: SRVHS
- Town Hall Follow-Ups: 30 min. virtual call with school sites following their Town Hall

NEXT STEPS

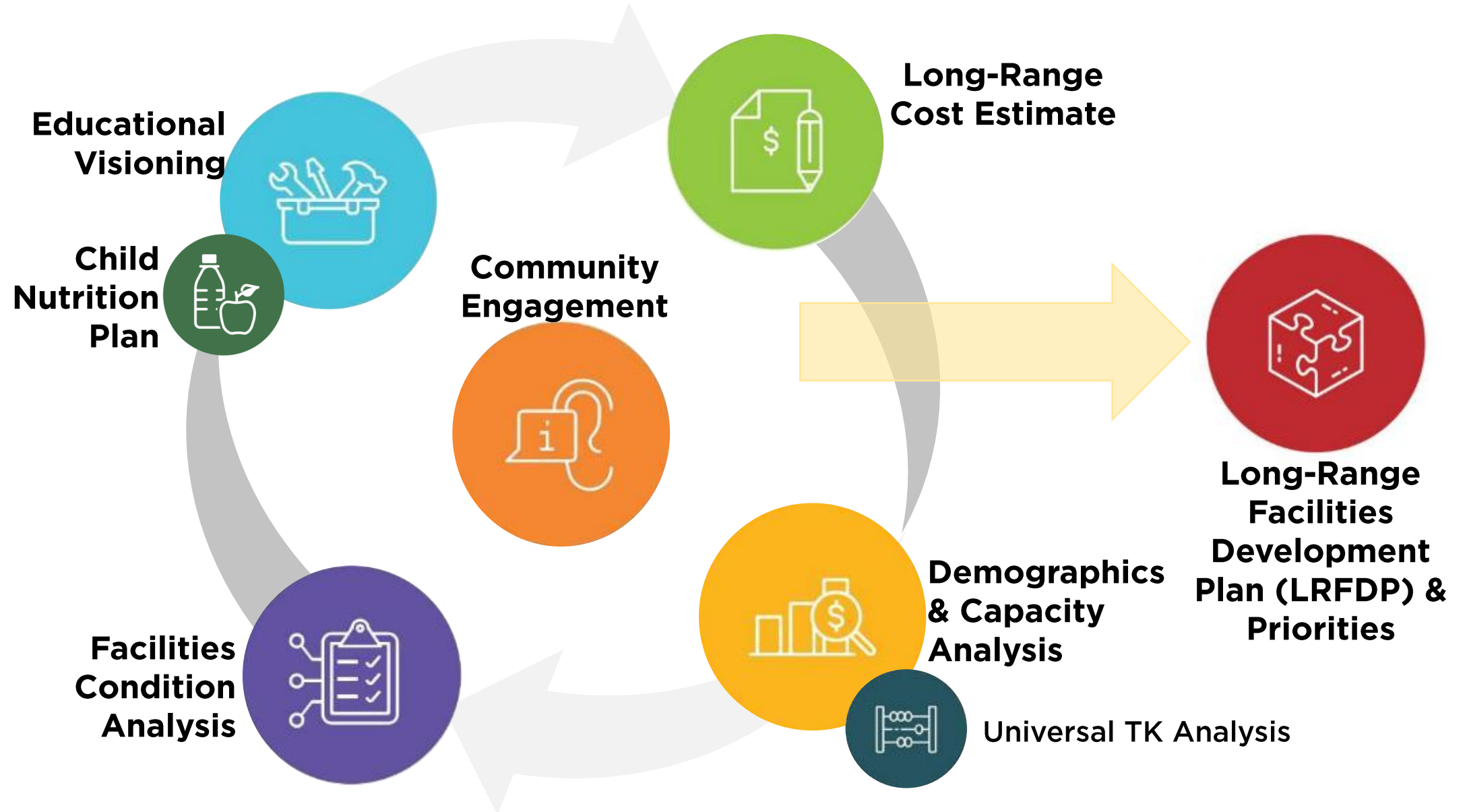
- **Update Planned Enrollments** per 2023 CBEDS and Development Buildout: **December**
- **Finalize site plan diagrams, cost estimating:** **December – February**
- **Goal: Project Prioritization, finalize website, Board approval by** **April 2024**

LONG-RANGE FACILITIES DEVELOPMENT PLAN

STRATEGIC FRAMEWORK



Facilities Planning Process **organization**





Educators, Students, Leadership and Sites

VISIONING

San Ramon Valley Unified School District Strategic Directions



intentional **COLLABORATORS**
 effective **COMMUNICATORS**
 creative **CONTRIBUTORS**
 adaptable **LEARNERS**
 critical **THINKERS**

SRVUSD... Dedicated to academic excellence where all students thrive and succeed in innovative and inclusive learning environments.

Success means our students:

- Achieve academically
- Experience social and emotional well-being
- Develop curiosity, confidence, and independence as learners
- Appreciate the importance of teams and collaboration
- Demonstrate empathy and compassion
- Determine their purpose and understand the importance of service
- Set and achieve goals
- Love learning

Built on a foundation of academic excellence, we are broadening our definition of success.
 Success means our teams create and nurture:



DEEP LEARNING AND INNOVATION

We will create learning environments that empower students to own their learning so they find purpose, meaning, and joy in their education and excel in post-high school endeavors.



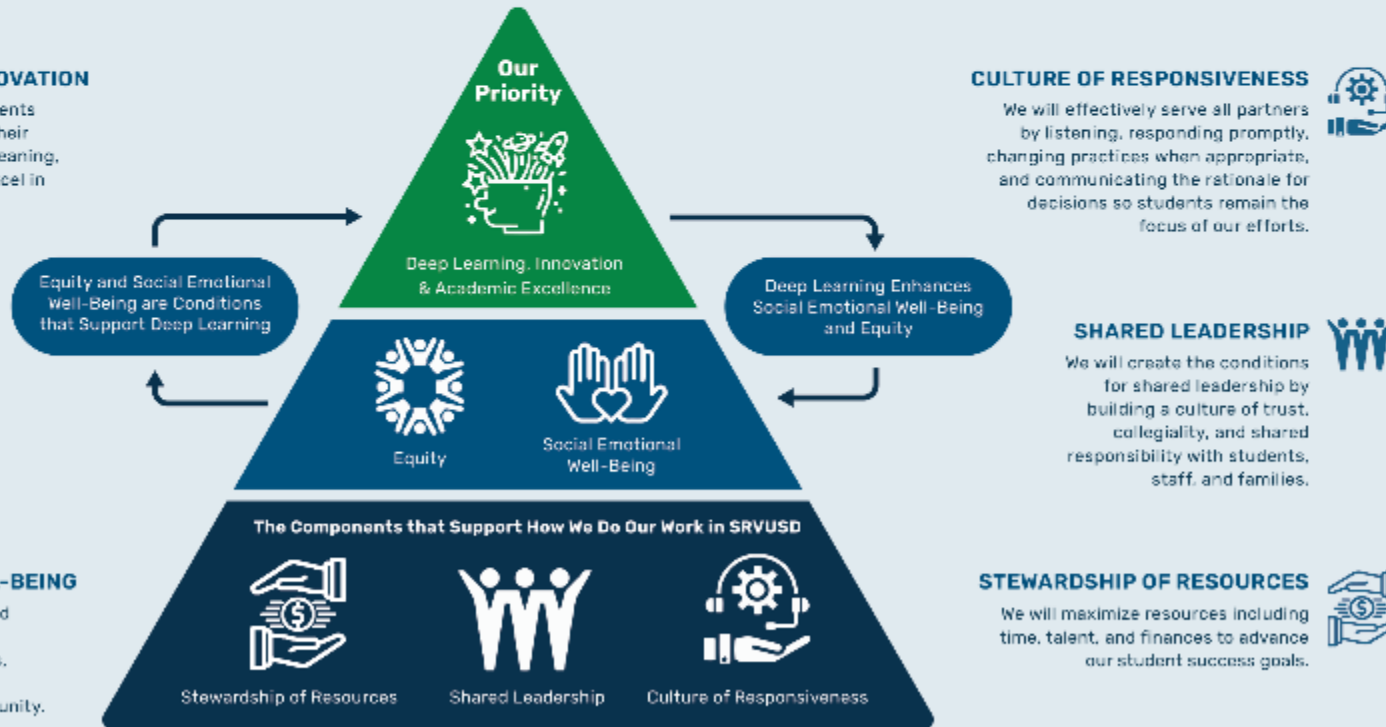
EQUITY

We will ensure all students are empowered to reach their full potential by valuing student voice, addressing systemic inequities, and closing opportunity gaps.



SOCIAL EMOTIONAL WELL-BEING

We are committed to creating and nurturing inclusive learning environments where all students, staff, and families feel deeply connected to their school community.



CULTURE OF RESPONSIVENESS

We will effectively serve all partners by listening, responding promptly, changing practices when appropriate, and communicating the rationale for decisions so students remain the focus of our efforts.

SHARED LEADERSHIP

We will create the conditions for shared leadership by building a culture of trust, collegiality, and shared responsibility with students, staff, and families.

STEWARDSHIP OF RESOURCES

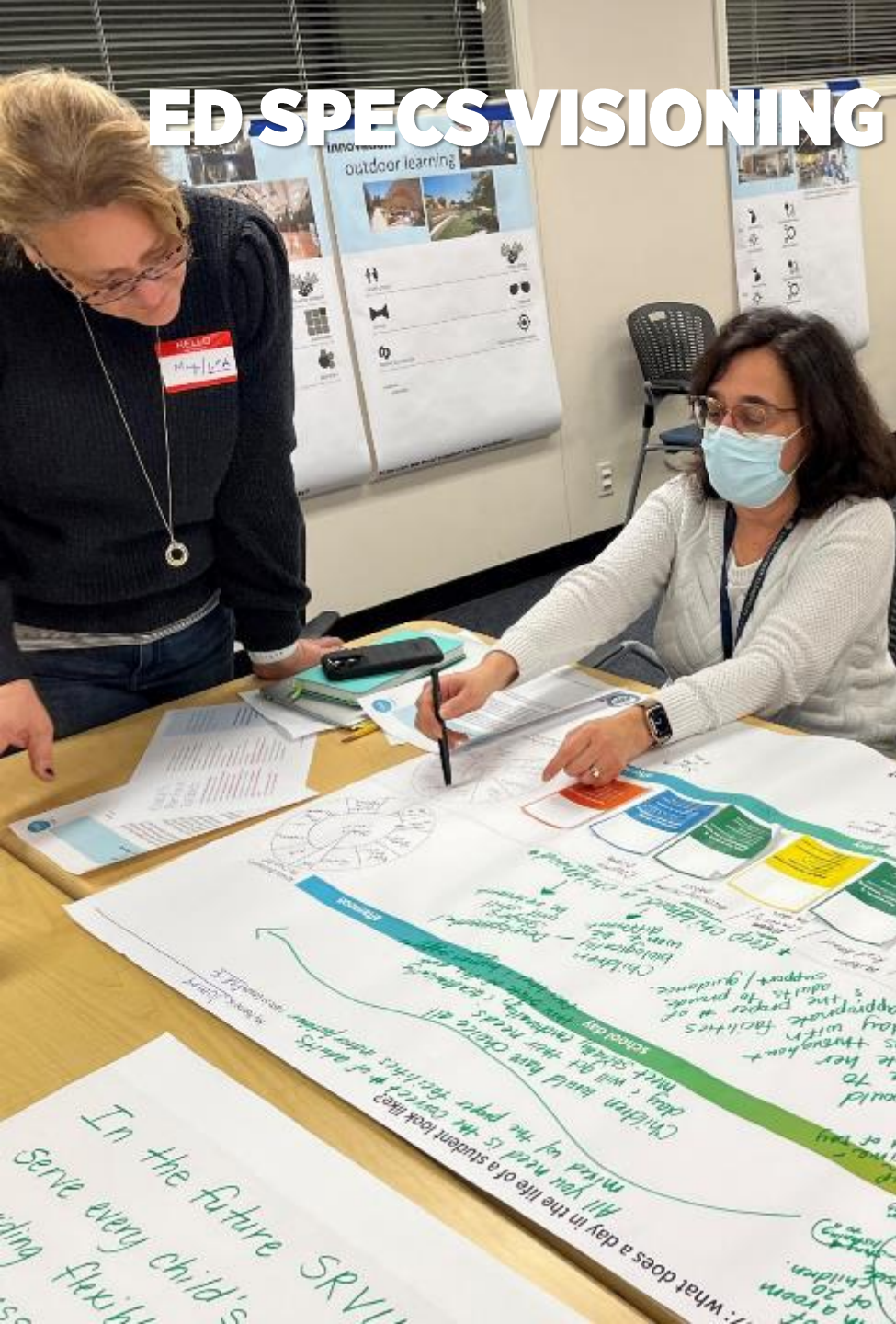
We will maximize resources including time, talent, and finances to advance our student success goals.

#SuccessReimagined

Translating the Strategic Directions into the Built Environment

At the kickoff Ed Specs Visioning Workshop, participants were asked to think how the built environment could better support the Strategic Directions.

ED SPECS VISIONING KICK OFF



In 2022, our learning model leans more towards passive learning. We want to empower our learners to take ownership of their learning.

In 2037, our learning model is centered heavily on student-centered, inquiry based learning.

EDUCATOR FOCUS GROUP INTERVIEWS



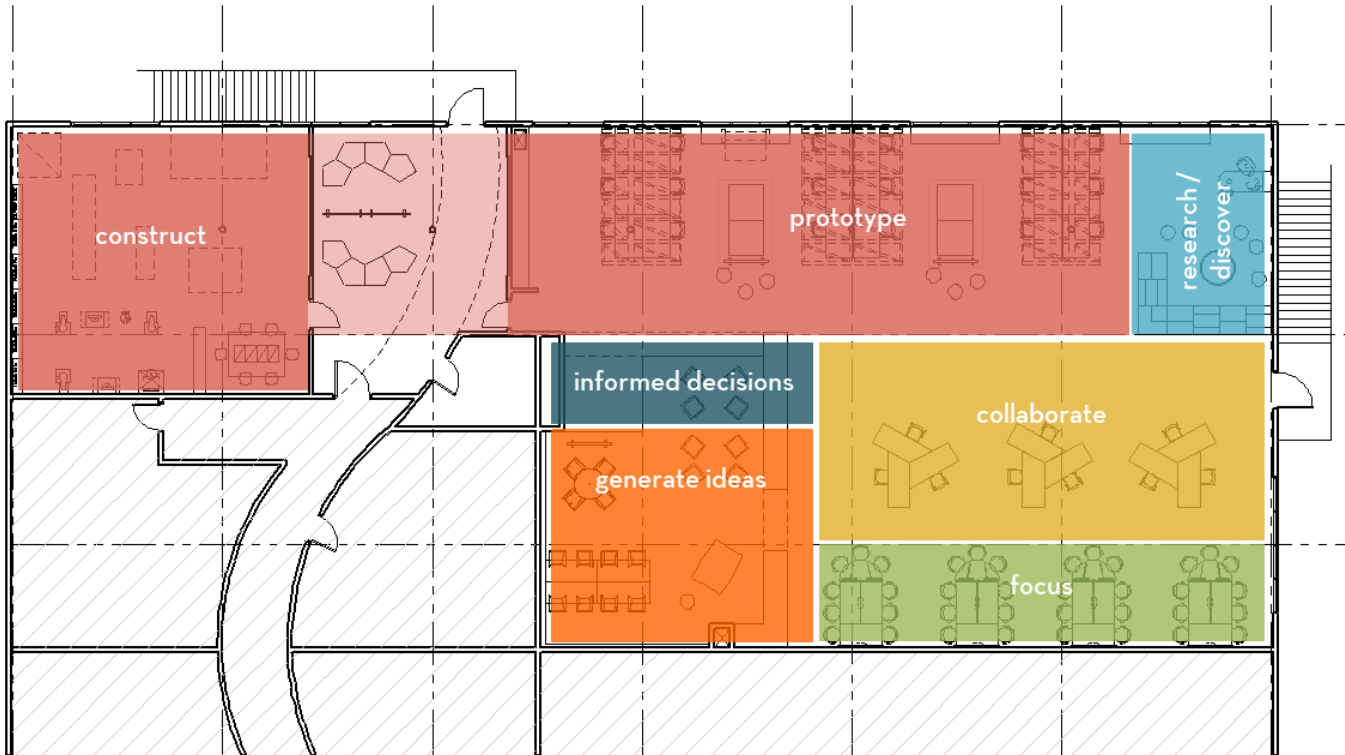
ED SPECS GUIDING PRINCIPLE

To nurture and educate the whole student, SRVUSD's community will empower agency, a sense of connection and real-life application in student-centric learning environments that will:

- be flexible to support multiple learning styles simultaneously
- empower learners to choose high energy or calm reflection spaces
- promote collaboration and teamwork
- support applied and experiential learning (CTE)
- meet all learners' sensory needs
- support mental and physical wellness
- optimize the outdoors
- support sustainability

1. SEL and Well-being
2. Safety and Security
3. Supporting Students with Special Needs K-12
4. Early Childhood and Outdoor Learning
5. Media Resources K-12
6. Arts K-12
7. Experiential and Applied Learning (CTE Programs)
8. Leveraging Technology K-12
9. Fitness and Athletics K-12
10. Dining Experience and Child Nutrition Services
11. Community Connections

SUPPORTING INQUIRY BASED AND APPLIED LEARNING



4 Principles required

1. student centeredness
2. the development of student learning skills
3. the lecturer as facilitator of learning
4. emphasis on conceptual learning

FLEXIBILITY



capacity to adapt &
reconfigure



CONNECTIVITY



dissolving of boundaries



learning suites

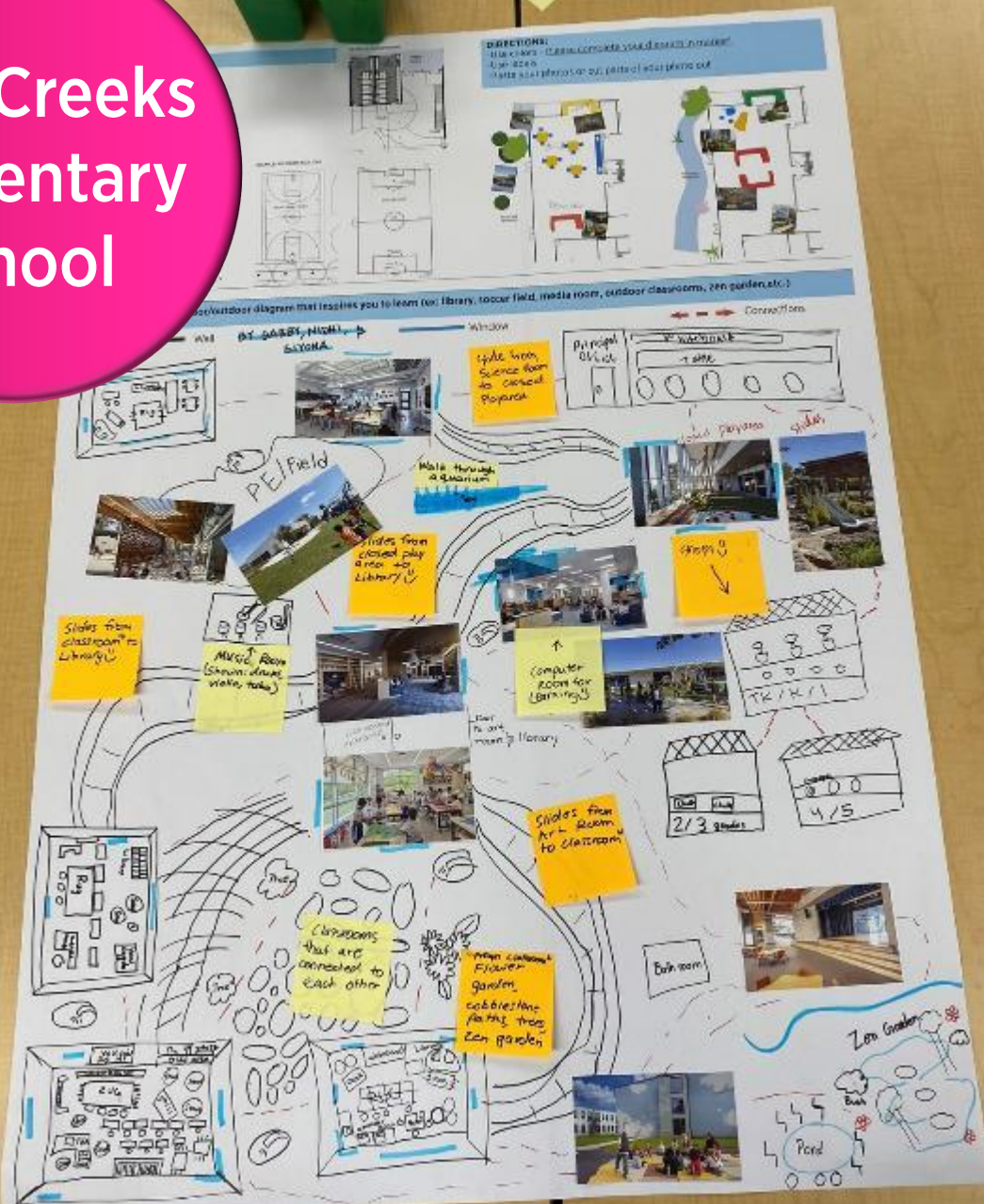
NATURE AS ALLY



STUDENT FOCUS GROUPS



Twin Creeks Elementary School



Enrichment Spaces:

- Media center
- Music rooms with various instruments
- **Connections** between art room and Library

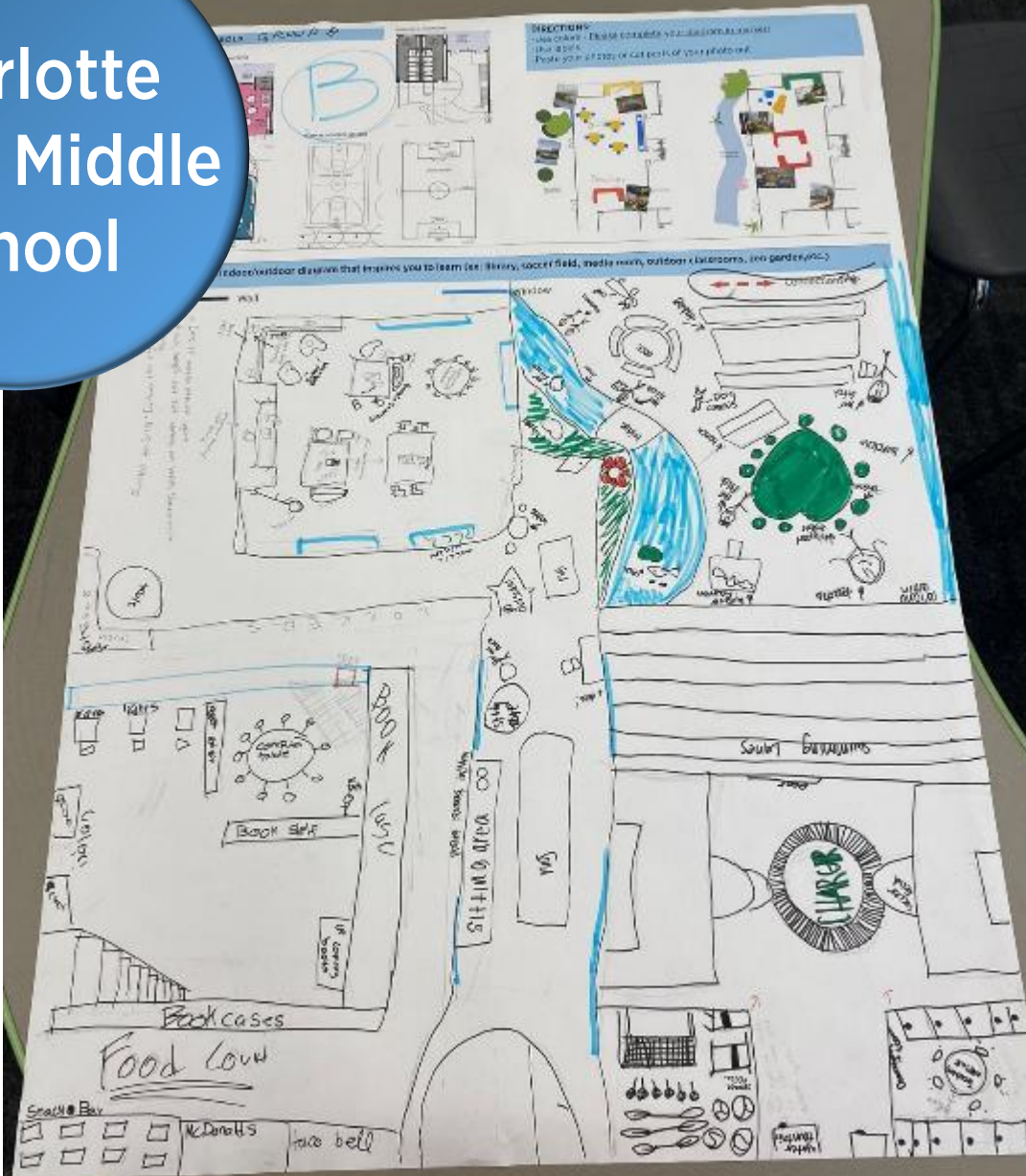
Connections:

- Slides **connecting** various space types to the Library
- **Classrooms connected by gardens, cobblestone paths, trees, etc.**
- Walk-through aquarium

Play:

- “Shops” where play equipment is stored to serve various grade levels (Grades TK through 1st, 2nd and 3rd, 4th and 5th) – jump ropes, chalk, balls, etc.

Charlotte Wood Middle School



Outdoor Area:

- Pond with a bridge and **greenery**
- Lots of tables to study in a relaxing zone
- Campus animals (therapeutic dogs and cats)
- Slides for **movement**

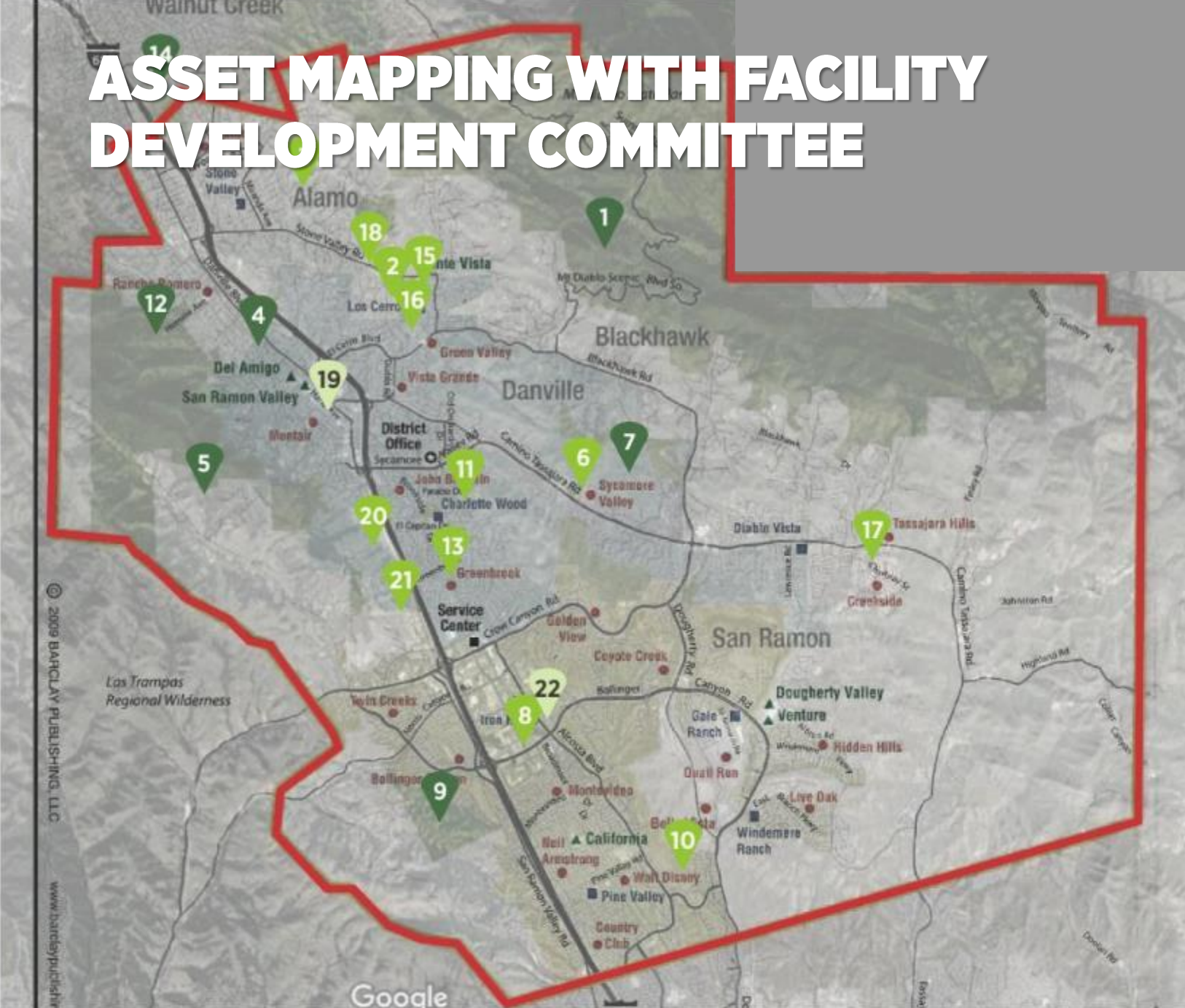
Classroom:

- **Library area**
- **Lamps with soft lighting mixed with natural daylight**
- **Bean bags**
- **Desks that are whiteboards**
- **Lockers within classrooms**

Library:

- Color printer for students
- Computer table
- Warm lighting

ASSET MAPPING WITH FACILITY DEVELOPMENT COMMITTEE



Health Assets

- Natural Attractions
- Healthcare
- Parks and Recreation
- 1** Mount Diablo- hiking and mountain biking
- 2** Oak Hill Park
- 3** Livorna Park- great place for all kids, especially young kids.
- 4** Iron Horse Regional Trail
- 5** Las Trampas- Hikes, Horseback riding
- 6** Sycamore Valley Park- with Bocce Ball
- 7** Sycamore Valley Regional Open Space Preserve- hiking, horseback riding, 4H-like opportunities
- 8** Central Park
- 9** Bishop Ranch Regional Preserve Park
- 10** Rancho San Ramon Community Park
- 11** East Bay Regional Parks (district alliance)
- 12** Ringtail Cat Staging Area- Hiking
- 13** Osage Park
- 14** Lindsay Wildlife Experience
- 15** Monte Vista Baseball Field- SRVLL/TVLL potential asset
- 16** Next Level Sports and T birds
- 17** Mustang Soccer Complex
- 18** Empty Lot (could be a skate park or pump track)
- 19** Discovery Counseling Center
- 20** East Bay Sports (youth indoor soccer and LAX)
- 21** Cal Strength (HS Athlete fitness and Athletics)
- 22** San Ramon Regional Medical Center

SRVUSD NUTRITION SERVICES GOALS (per Chef's Brigade Report)



1. Meet the current meal participation demand.
2. Maximize existing infrastructure and direct resources to their full potential.
3. Increase capability of district kitchens and food service staff.
4. Decrease reliance on prepackaged, processed foods throughout the district.
5. Increase in-house meal production.
6. Improve student satisfaction.

Now Serving **FREE** Meals
for All Students



Child Nutrition - Because we Care!
San Ramon Valley Unified
School District



KITCHEN PROTOTYPES

Long-Term Plan: Central Kitchen

- Increases efficiency by centralizing production
- Central Kitchen as the production 'hub' to create recipe kits from scratch that are finished at each site
- Phased implementation plan through temporary hub kitchens at **California** and **San Ramon Valley High Schools**

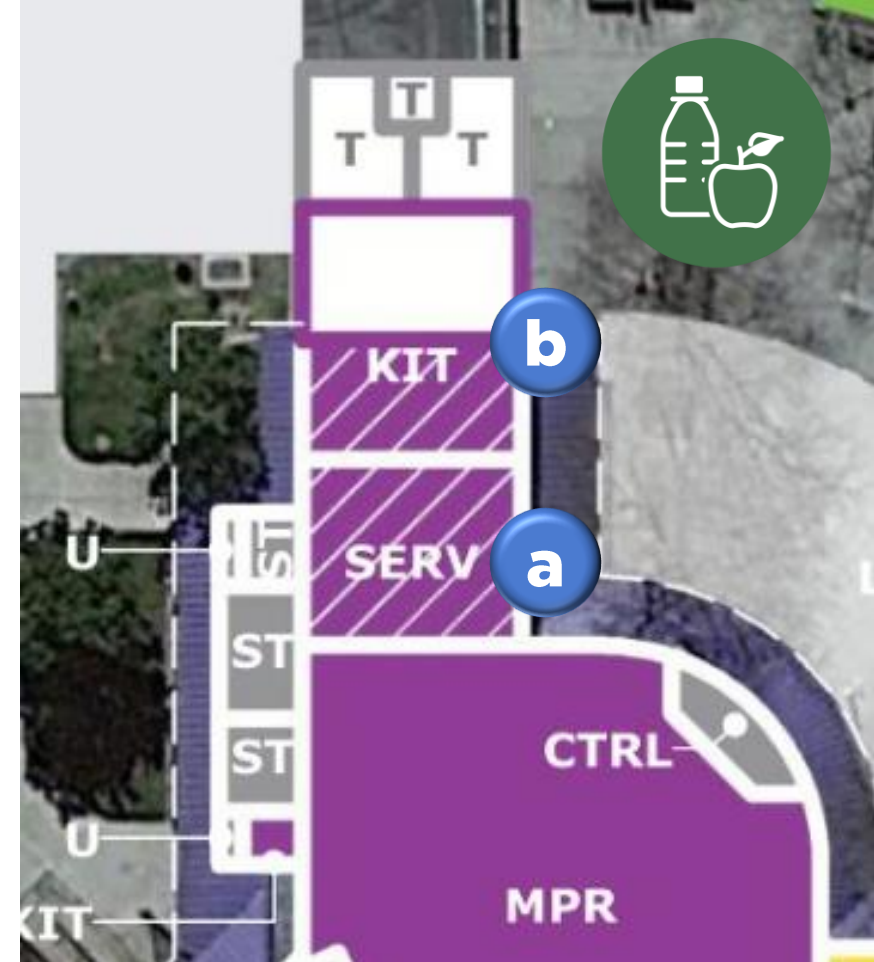


KITCHEN PROTOTYPES

Prototypes for kitchen and serving areas have been developed for Elementary Schools, Middle Schools, High Schools and a Central Kitchen.

Site plans incorporate improvements that would need to be made to meet the ideal prototypes.

Certain site have been identified as being more impacted than others, primarily at the Middle School level where facilities do not align with the goals of Child Nutrition Services.



Sample: Diablo Vista MS

- a** Reconfigure existing building for a serving area
- b** Reconfigure and expand existing building for an ideally-sized kitchen



Students and Community

Survey Results Update as of 10/5/23

UNDERSTANDING THE NUMBERS: STUDENT SURVEY

updated: 10.5.23 (no change in resulting trends since 9.5.23)



9,934 Total Responses

4th and 5th Graders: 30%

6th through 8th Graders: 60%

9th through 12th Graders: 10%

UNDERSTANDING THE NUMBERS: COMMUNITY SURVEY

updated: 10.5.23



2,454 Total Responses

Community Members:	699
Parents:	1,838
Staff:	566
Site Administrators:	24
District Administrator:	16
Other:	170 (<i>mostly students</i>)

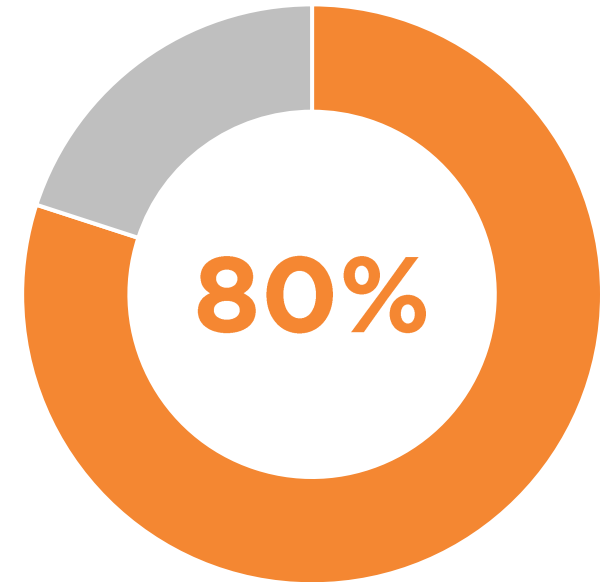
UNDERSTANDING THE NUMBERS: **STUDENT SURVEY**

updated: 10.5.23 (no change in resulting trends since 9.5.23)



About 80% of participants feel...

- Safe and **ready to learn** at my school.
- **Physically safe** on my school campus.
- **Welcome** at my school.



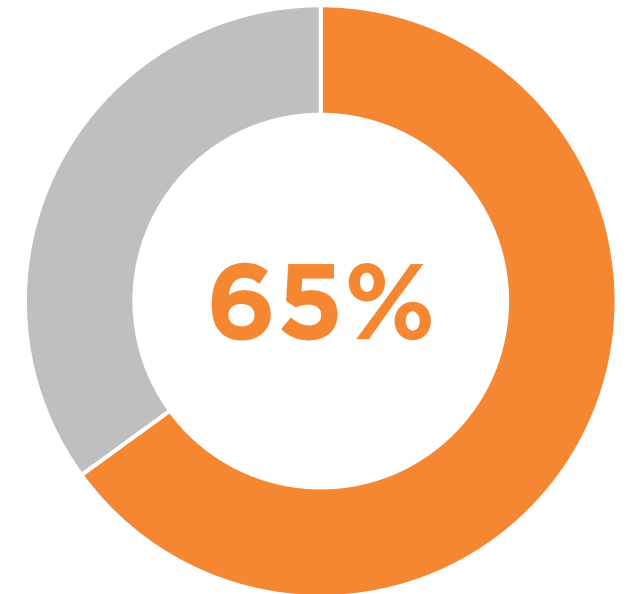
UNDERSTANDING THE NUMBERS: **COMMUNITY SURVEY**

updated: 9.5.23



About 65% of participants believe...

- The school is a **safe and secure campus** for students and staff.
- The school facilities need **updating and modernizing** to support future-ready learning.



UNDERSTANDING THE NUMBERS: **STUDENT SURVEY**

updated: 10.5.23



Clear Majority (95% +) of participants believe...

Beyond core academics, these are most important:

- **STEAM** (Science, Technology, Engineering, Art, Math)
- **learning at my own pace**
- **hands-on or project-based learning**

All skills are important to develop:

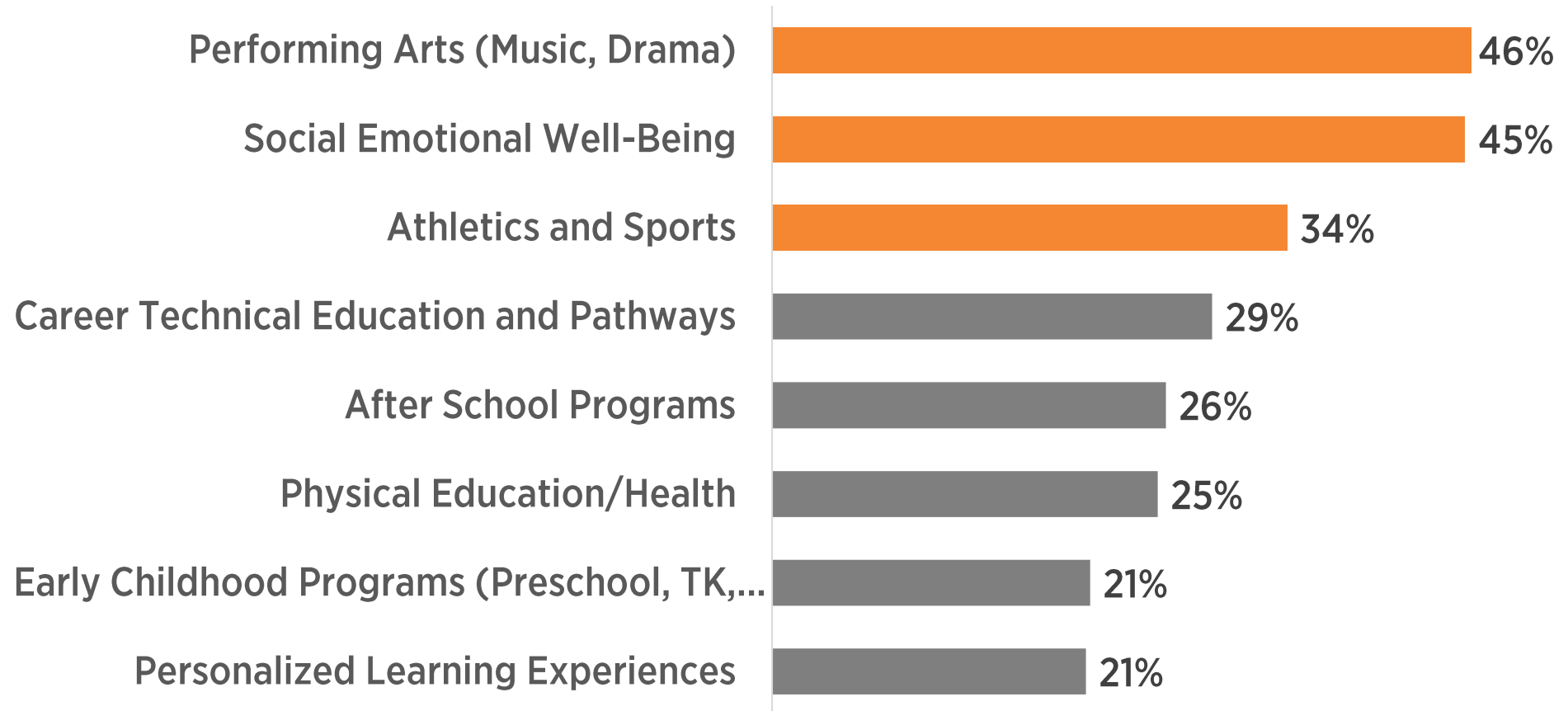
- **problem-solving**
- **organization and time management**
- **adapting to new situations**
- **self-motivation**
- **critical, creative, and curious thinking**
- **producing high quality work**

UNDERSTANDING THE NUMBERS: **COMMUNITY SURVEY**

updated: 10.5.23



Beyond core academics, I value these offerings the most:



UNDERSTANDING THE NUMBERS: **STUDENT SURVEY**

updated: 10.5.23



About 66% to 72% of participants believe...

- In general, the facilities at my school are **in good shape**.
- Their school is doing a good job **protecting the environment**.
- I appreciate getting **recognized** with awards at schoolwide ceremonies.
- I enjoy **studying and reading** in the Library.
- My school's Library has all the **resources** I need.

UNDERSTANDING THE NUMBERS: **COMMUNITY SURVEY**

updated: 10.5.23



Clear Majority (70%) of participants believe...

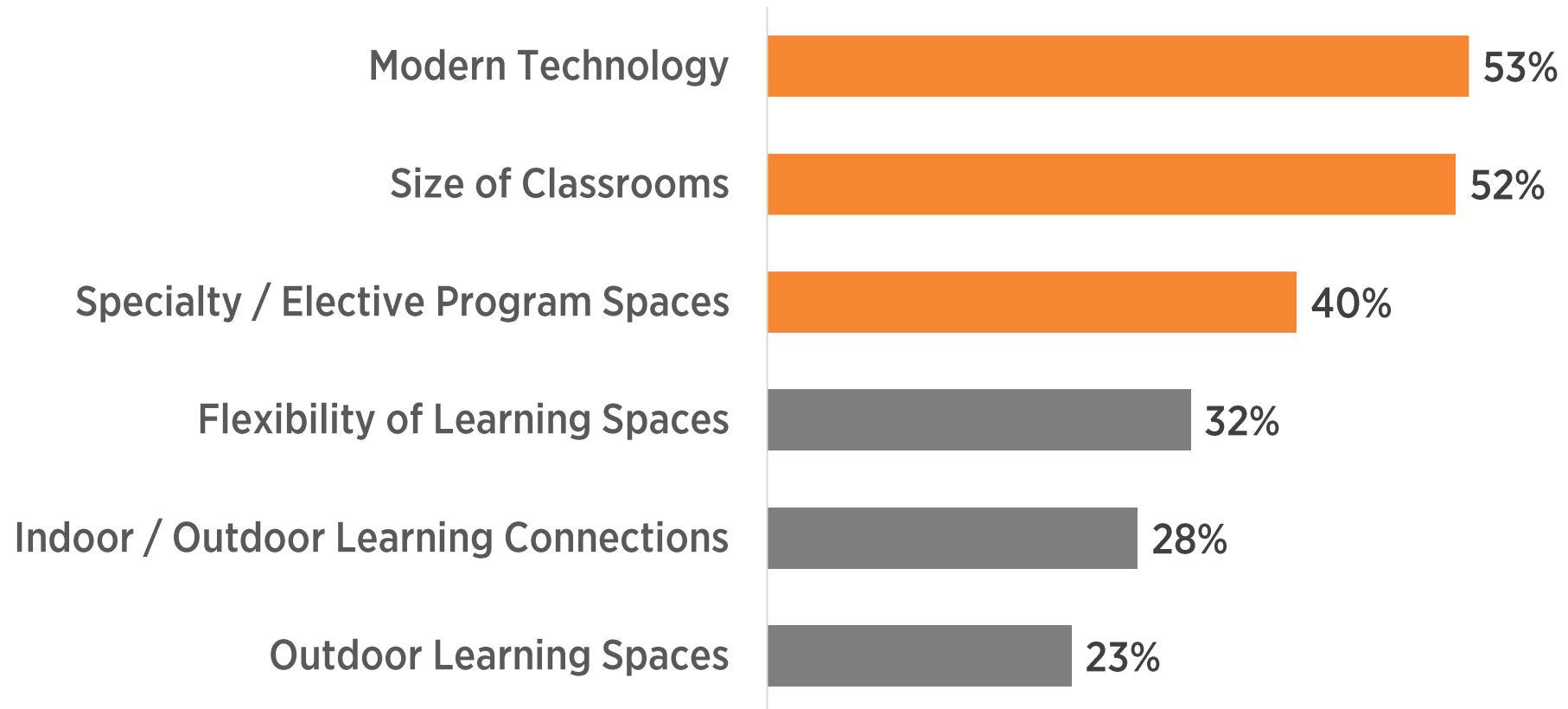
- **School facilities...**
 - are in good shape.
 - **should be a role model for environmental stewardship** for the community.
 - should be **used as a tool for teaching** real-world lessons about sustainability.
 - **feel welcoming for students and visitors.**
 - **support the academic and social-emotional needs of students.**

UNDERSTANDING THE NUMBERS: **COMMUNITY SURVEY**

updated: 9.5.23



The following **design elements** are most important:

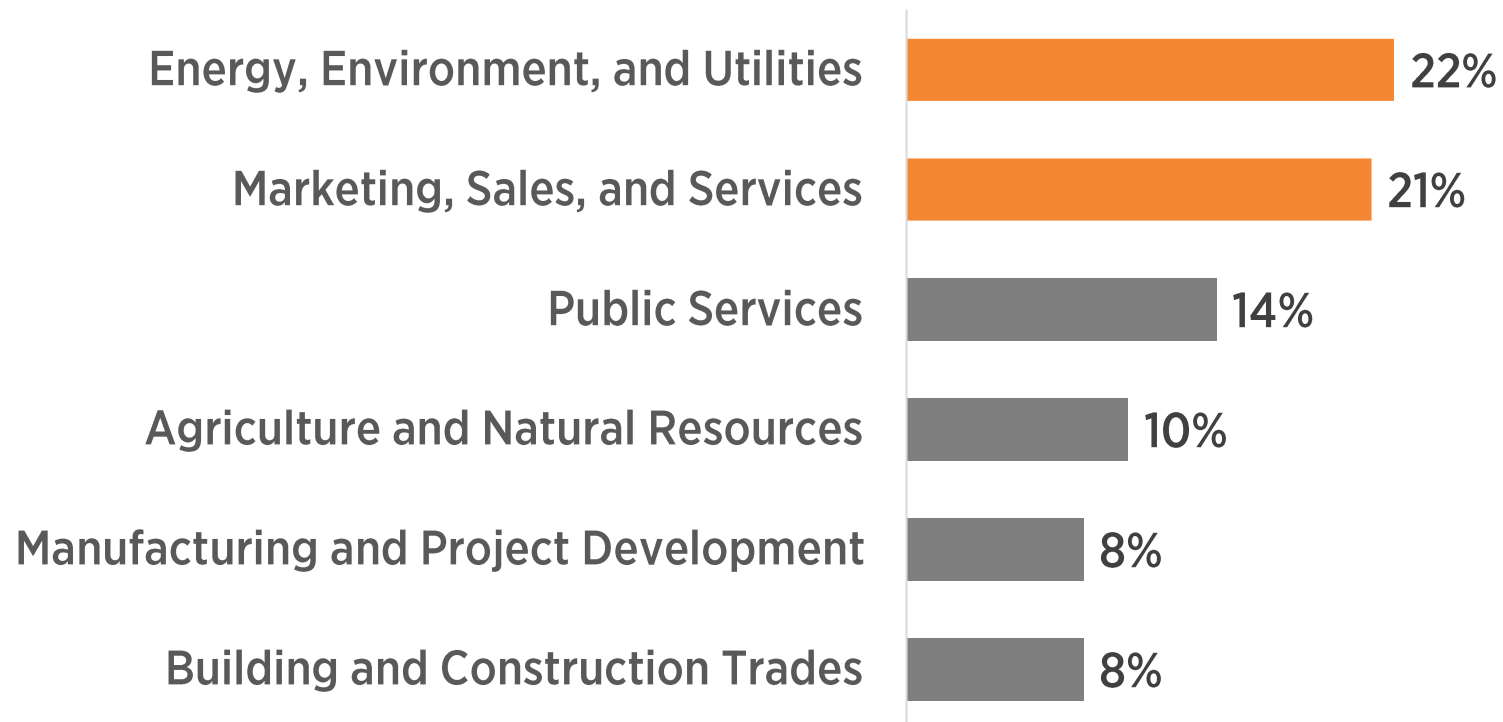


UNDERSTANDING THE NUMBERS: **STUDENT SURVEY**

updated: 10.5.23



SRVUSD should consider additional **Industry Sectors for Career Technical Education...**



UNDERSTANDING THE NUMBERS: COMMUNITY SURVEY

updated: 10.5.23



SRVUSD should consider additional Industry Sectors for Career Technical Education...

- 1 Energy, Environment, & Utilities (72%)
- 5 Manufacturing & Project Development (52%)
- 6 Building & Construction Trades (50%)
- 4 Agriculture & Natural Resources (45%)
- 3 Public Services (43%)
- 2 Marketing, Sales, & Services (38%)

INSIGHT:

Energy, Environment & Utilities
were the top choice of
Students *and* Community
voices...

but Students ranked the
rest in an inverse of the
Community voice



Facility Condition Assessments

FINDINGS

IMMEDIATE NEEDS: REPAIR, REPLACEMENT, OR FURTHER INVESTIGATION



- Accessibility features or additional studies
- Mechanical components
- Restroom components, toilets, sinks
- Hardcourt and playfield surfaces
- Drinking fountains
- Kitchen equipment
- Interior finishes (flooring, ceiling)
- Studies for plumbing systems, mechanical systems, accessibility

FACILITY CONDITION FINDINGS




Draft - For Discussion Purposes Only

FACILITY CONDITION ASSESSMENT

prepared for

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BV PROJECT #:
159169.238030-001.354

DATE OF REPORT:
February 20, 2023

ON SITE DATE:
January 25-26, 2023

Alamo
100 Wilson Road
Alamo, California 94507

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System Expenditure Forecast						
System	Immediate	Short Term (1-2 yr)	Near Term (3-5 yr)	Med Term (6-10 yr)	Long Term (11-20 yr)	TOTAL
Structure	-	-	-	-	-	-
Facade	-	-	\$45,267	\$35,044	\$747,407	\$827,718
Roofing	-	\$3,059	-	-	\$696,306	\$699,365
Interiors	-	-	\$61,723	\$286,587	\$569,037	\$917,347
Conveying	-	-	\$21,774	-	-	\$21,774
Plumbing	-	-	\$7,278	\$5,223	\$940,641	\$953,142
HVAC	-	-	-	\$222,914	\$128,822	\$351,736
Electrical	-	-	\$2,850	\$323,623	\$113,969	\$440,442
Fire Alarm & Electronic Systems	-	-	\$19,788	\$45,518	\$41,778	\$107,084
Equipment & Furnishings	\$7,624	-	\$19,258	\$67,796	\$164,657	\$259,335
Special Construction & Demo	-	-	-	-	\$4,432	\$4,432
Site Development	-	\$1,086	\$3,033	\$35,083	\$679,783	\$718,985
Site Utilities	-	-	-	-	\$22,338	\$22,338
Site Pavement	-	-	\$210,579	\$3,242	\$238,212	\$452,033
TOTALS (3% inflation)	\$7,700	\$4,200	\$391,600	\$1,025,100	\$4,347,400	\$5,776,000



FACILITY CONDITION FINDINGS & Districtwide Comparison

Town Hall Grouping: California High School

School	Year Constructed	Year Modernized/ Renovated	10-Year Site Cost Per Square Foot repair and maintenance	
Bollinger Canyon ES	1980	2007	\$55.41	lower cost per square foot
Country Club ES	1965	2001	\$83.68	
Montevideo ES	1988	2019	\$73.05	
Neil Armstrong ES	1969	2014	\$78.70	
Twin Creeks ES	1985	2021	\$41.38	
Walt Disney ES	1974	2015	\$76.34	
Iron Horse MS	1996		\$85.73	
Pine Valley MS	1980	2008	\$67.87	
California HS	1973	2000-2019	\$82.28	higher cost per square foot



FACILITY CONDITION FINDINGS & Districtwide Comparison

Town Hall Grouping: Dougherty Valley High School

School	Year Constructed	Year Modernized/ Renovated	10-Year Site Cost Per Square Foot repair and maintenance	lower cost per square foot
Bella Vista ES	2016		\$35.58	
Coyote Creek ES	2000	2008 (partial)	\$77.57	
Hidden Hills ES	2004		\$102.80	
Live Oak ES	2007		\$144.37	
Quail Run ES	2006		\$78.03	higher cost per square foot
Gale Ranch MS	2008		\$88.51	
Windmere Ranch MS	2005		\$79.94	
Dougherty Valley HS	2007		\$93.94	
Del Amigo & Venture Independent Study HS	2007	2022	\$71.36	



FACILITY CONDITION FINDINGS & Districtwide Comparison

Town Hall Grouping: Monte Vista High School

School	Year Constructed	Year Modernized/ Renovated	10-Year Site Cost Per Square Foot repair and maintenance	
Creekside ES	2009		\$54.47	lower cost per square foot
Golden View	1989	2018	\$72.74	
Green Valley ES	1960	2007/2015	\$42.26	
Sycamore Valley ES	1992	2021	\$75.94	
Tassajara Hills ES	1997		\$100.64	
Vista Grande ES	1961	2007/2018	\$135.84	
Diablo Vista MS	2000	2010 (partial)	\$180.46	higher cost per square foot
Los Cerros MS	1966	2001	\$94.54	
Monte Vista HS	1966-2016	2000-2015	\$89.71	

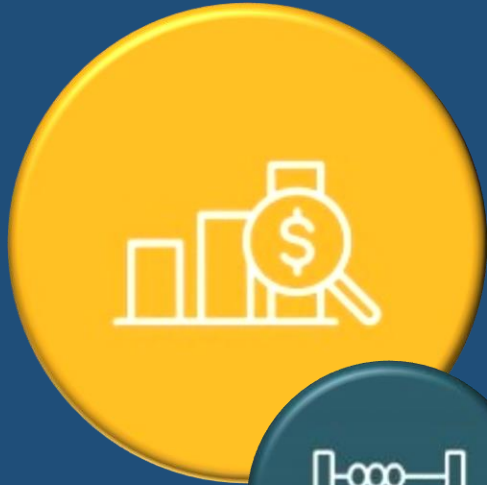


FACILITY CONDITION FINDINGS & Districtwide Comparison

Town Hall Grouping: San Ramon High School

School	Year Constructed	Year Modernized/ Renovated	10-Year Site Cost Per Square Foot repair and maintenance	
Alamo ES	1970		\$53.41	lower cost per square foot
Greenbrook ES	1976	2006	\$86.99	
John Baldwin ES	1968		\$78.25	
Montair ES	1958		\$73.54	
Rancho Romero ES	1957		\$57.33	higher cost per square foot
Charlotte Wood MS	1991		\$68.77	
Stone Valley MS	1970/ 1994/ 2019		\$34.33	lower cost per square foot
San Ramon Valley HS	1916	2002-2018	\$84.57	

Note: The report has not been finalized for the REACH and Transitions Programs at the Del Campus



Planned Capacities

DEMOGRAPHICS & PLANNING FOR UNIVERSAL TK



DEMOGRAPHIC PROJECTIONS: METHODOLOGY



- Historical enrollments
- Population trends
- Student generation rates
- Planned residential development

DEMOGRAPHIC PROJECTIONS: FINDINGS

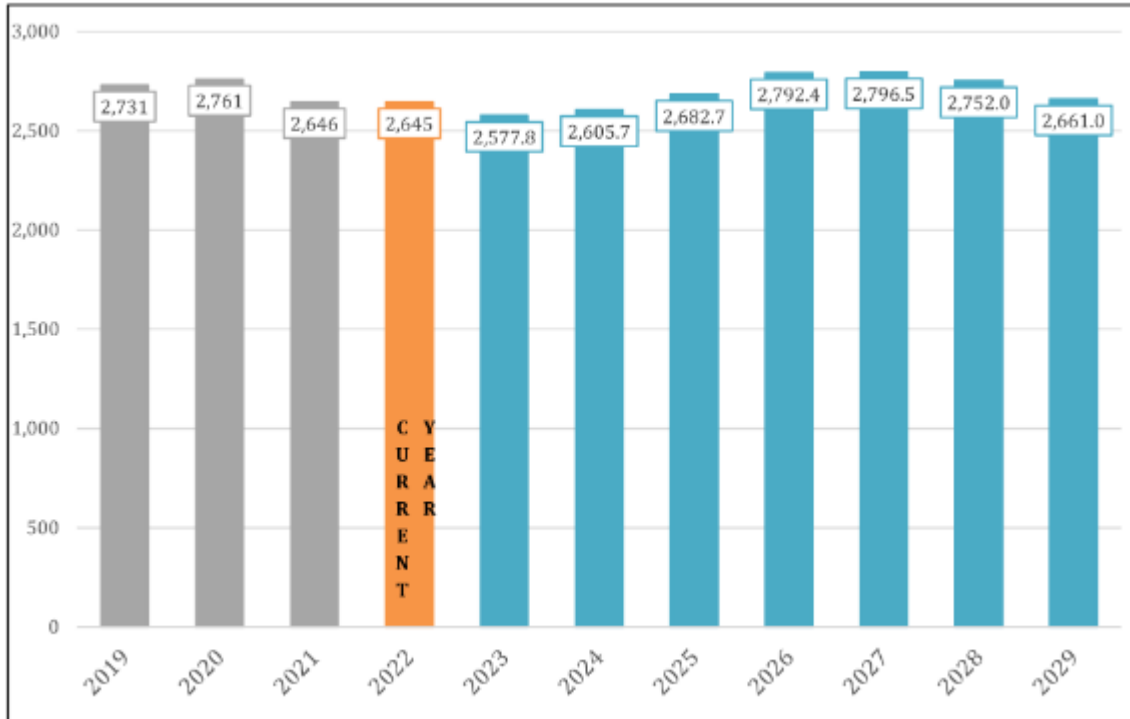


- Over the next 6 years, **projected growth or decline varies** by geographical location and proximity to new or planned residential development.
- The California High School feeder schools are most effected by planned **residential development in the Bishop Ranch area.**
- The addition of **Universal TK drives** the need for new facilities at Elementary Schools.

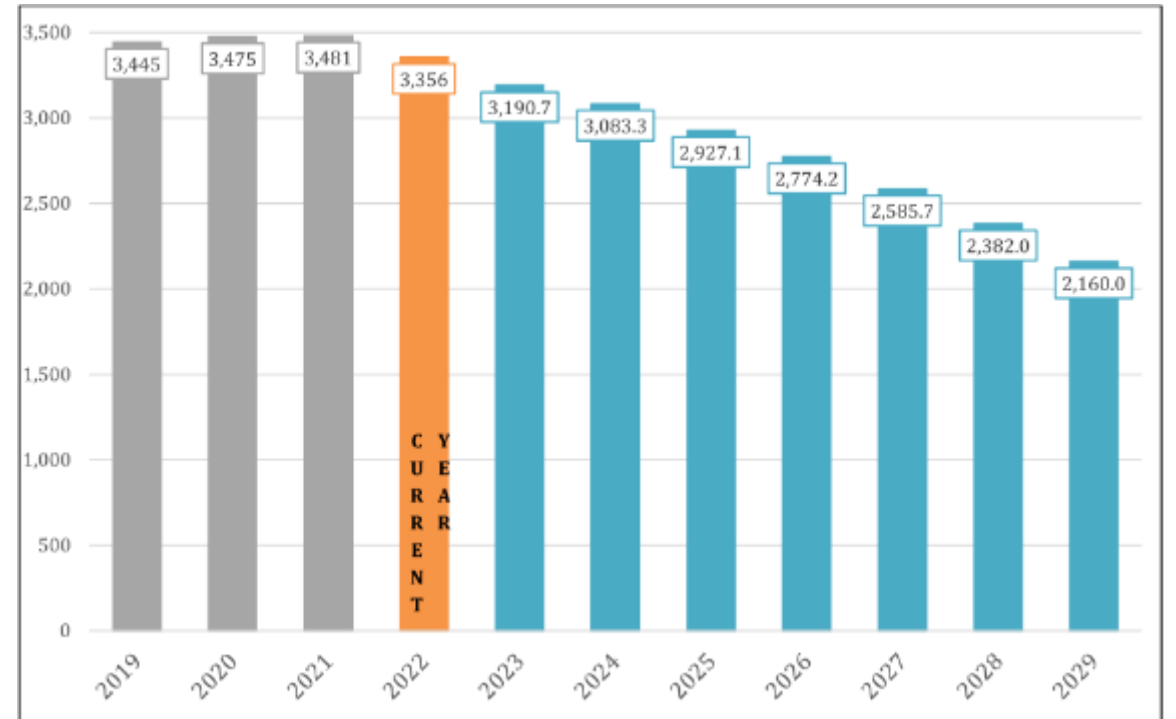
DEMOGRAPHIC PROJECTIONS: FINDINGS



Sample of varying enrollment projections across geographical locations:



California High School



Dougherty Valley High School

Source: "Student Population Projections by Residence" prepared for SRVUSD in December 2022 by Davis Demographics

DEMOGRAPHIC PROJECTIONS:

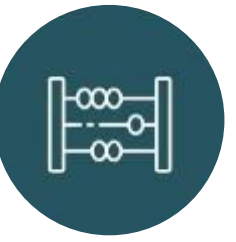
LONG-RANGE PLANNING STRATEGY



- Teaching stations (classroom counts) align with the long-range projections (year 2029/30).
- As we finalize the Long-Range planning diagrams, areas will be identified for sites that are anticipated to experience growth further out than the demographics can predict. LPA will continue to collaborate with SRVUSD Leadership in identifying these sites.

It is recommended that SRVUSD monitor enrollment projections regularly to ensure the long-range strategies remain valid and appropriate.

UNIVERSAL **FULL DAY** TK ANALYSIS: GOALS FOR SITE PLANNING



Classroom counts align to forecasted demographic projections at full-day TK

Ensure all rooms for early learners (Preschool, Transitional Kindergarten, and Kindergarten) meet California Department of Education standards:

- Classroom size
- Attached restrooms that are sized for early learners
- Adjacency to protected play yard



Town Hall Feedback

Common Questions



**Q: Why so many
Transitional Kindergarten
and Kindergarten
classrooms on my
campus?**

**A: TK is planned as a new full
grade level, with the overarching
goal of TK and K as a full-day
program. When we apply the
District's loading factor and round
up to the nearest whole number, we
get a classroom count much higher
than what you currently have.**

Q: Can we add new construction for after school programs? We have long wait lists.

A: Campuses can share spaces such as Music, Maker, Science, or other Electives Labs and the Annex for after school programs.

Expansion of a non-District-run program is not within this scope.

Q: When will this work happen?

A: This is part of our next steps as we move through prioritization activities with this group (FDC) and the SRVUSD Board of Education. Timing is also dependent on funding and a site's modernization eligibility. We will have a clearer picture of timing when the Board adopts this plan in April.

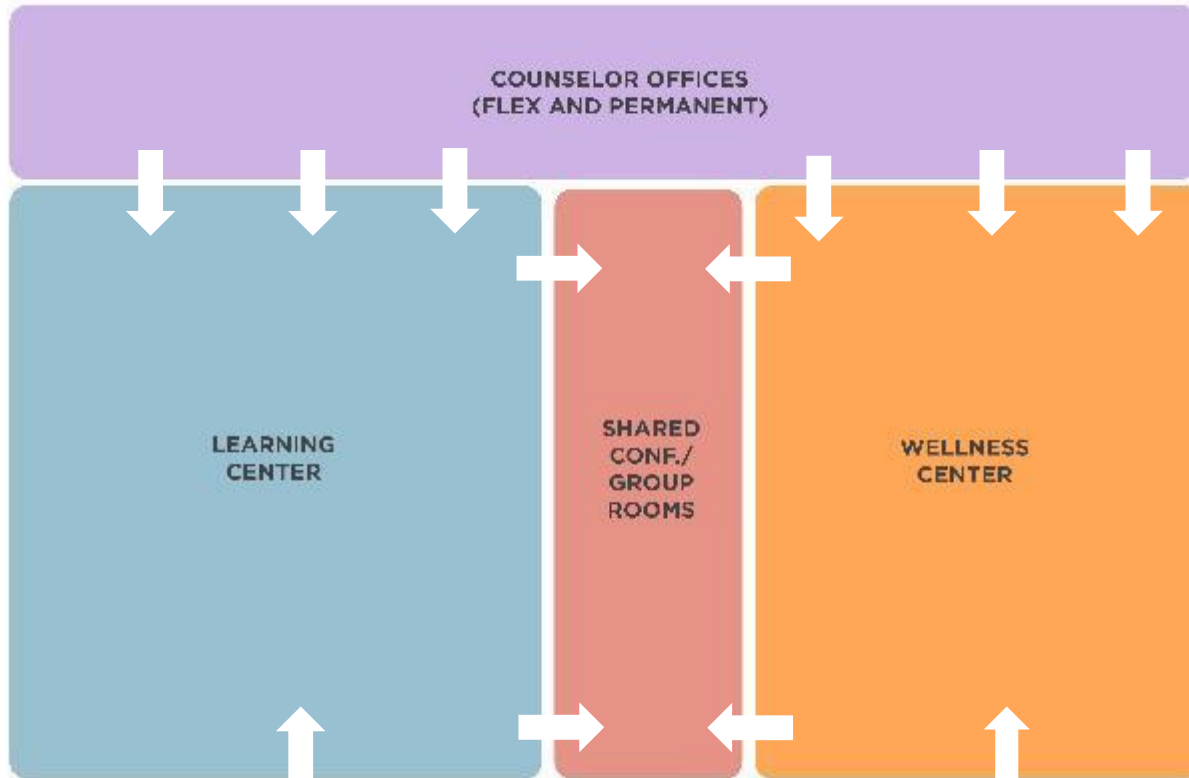


Town Hall Feedback

Design Guideline Input

LEARNING CENTER & WELLNESS CENTER

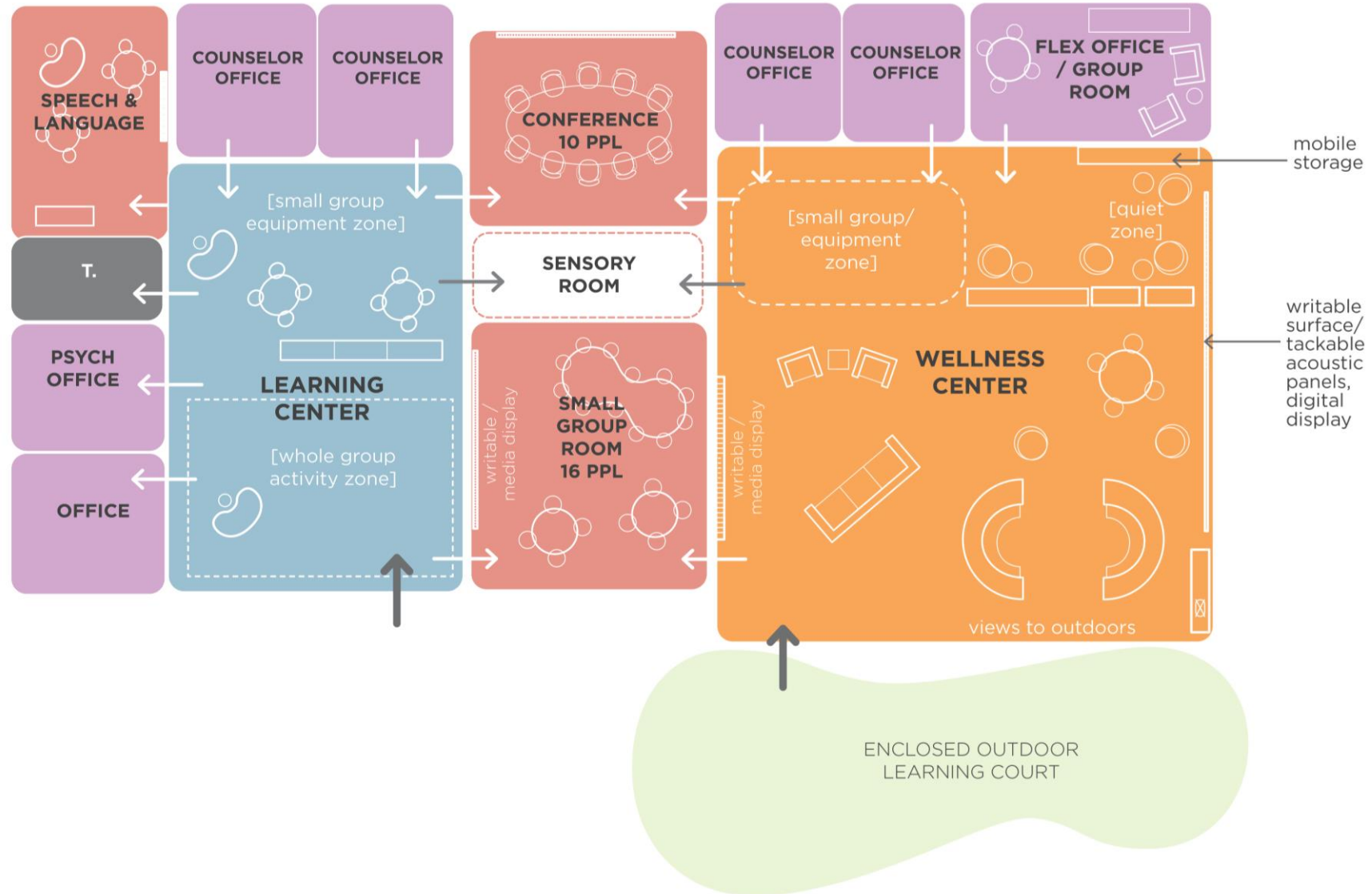
Revised



- Shared conference and group rooms
- Offices across both rooms for supervision
- Co-locates counselors for both academic and social

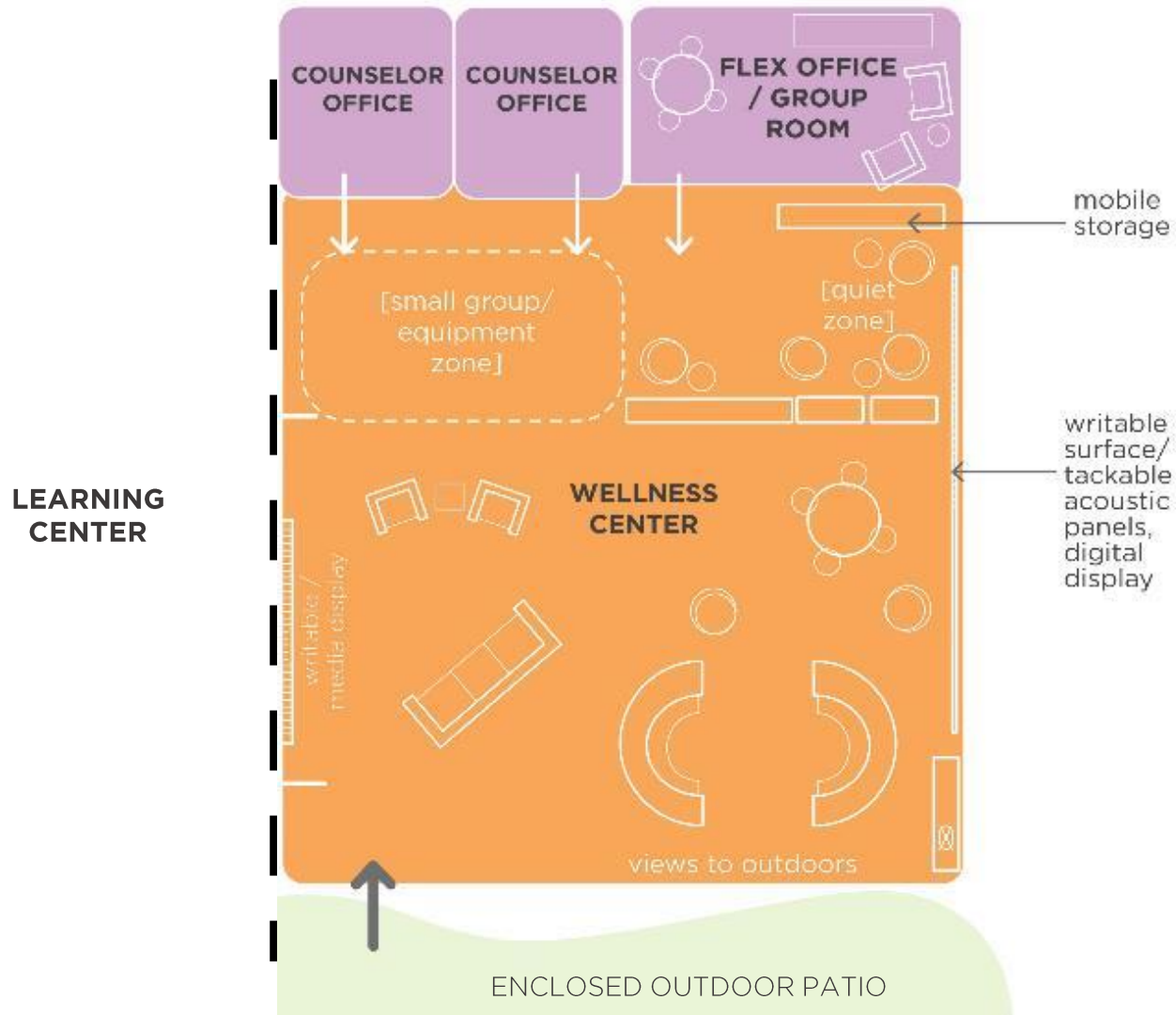


LEARNING CENTER Revised



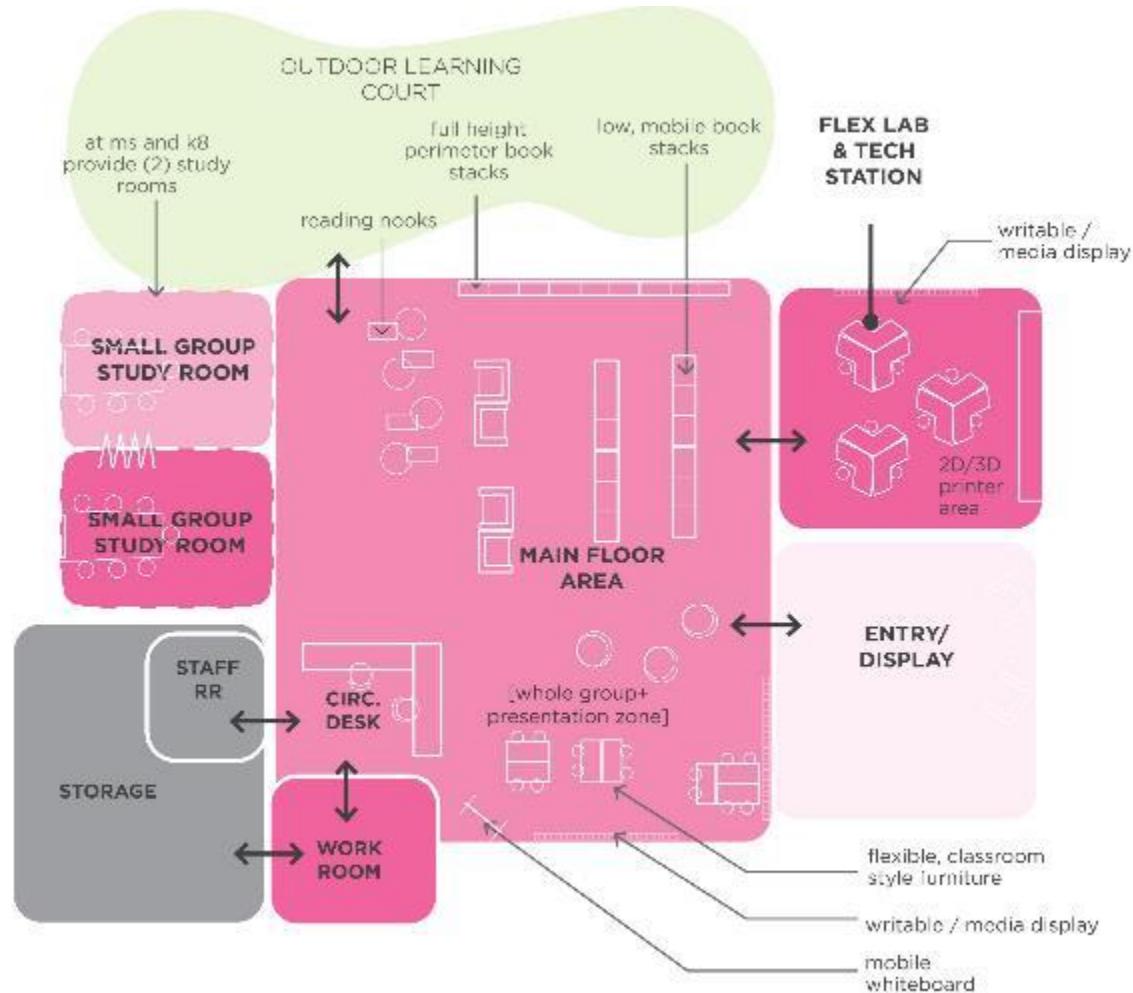
WELLNESS CENTER

Revised



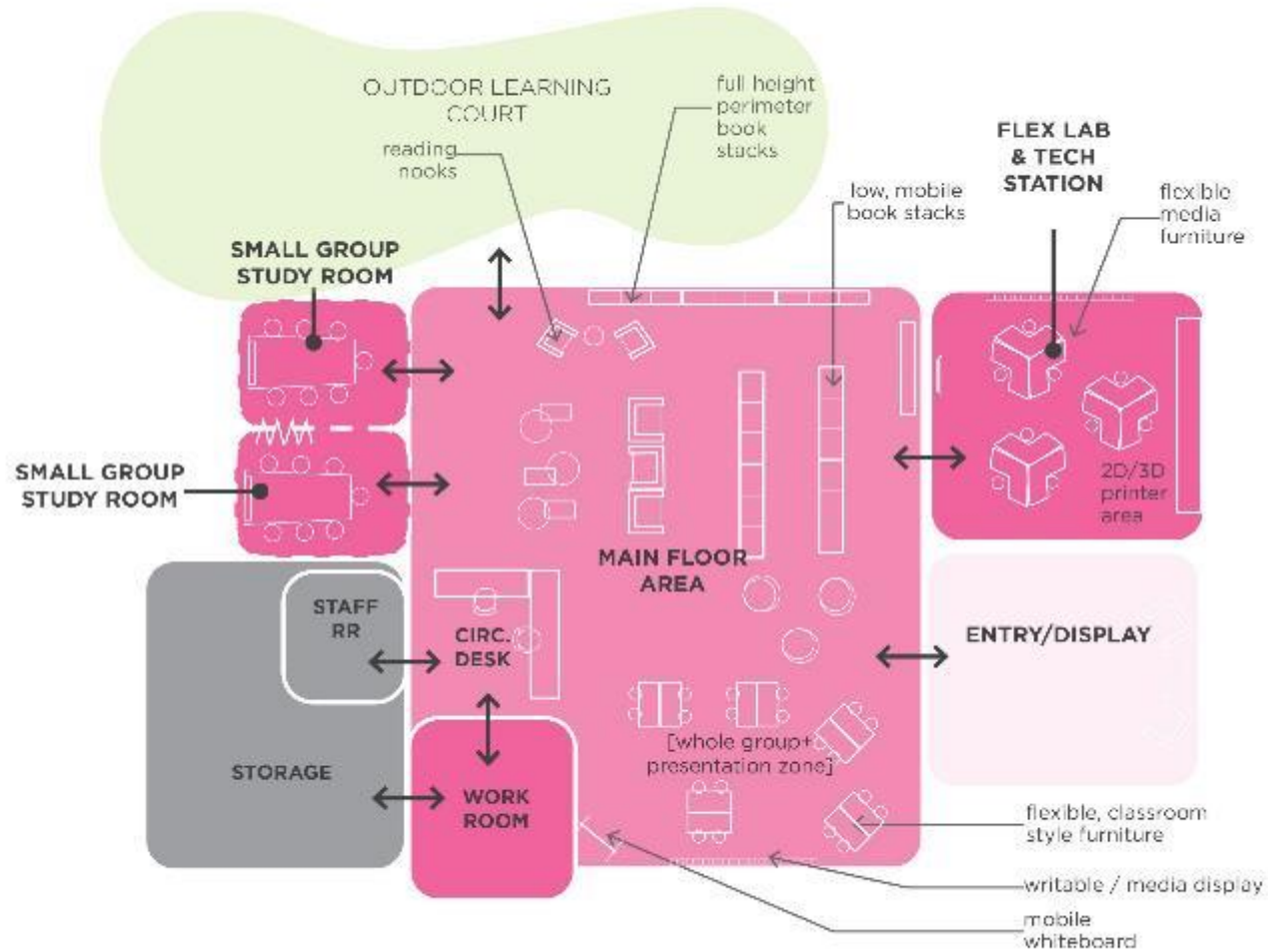
LIBRARIES FOR GRADES TK THROUGH 8

Revised



HIGH SCHOOL LIBRARIES

Revised





Town Hall Feedback

Highly Desired New Space Types

ALL ACCESS RESTROOMS CDE Guidelines

<https://www.cde.ca.gov/ls/fa/sf/allaccessrestroom.asp>

Background Planning Design Modernization Cost Laws References

Background

What are all-access restrooms?

Traditional school restrooms are gendered—designated separately for boys and girls. Generally, a school restroom is a room that contains multiple stalls for private water closets (toilets), with lavatories (sinks) outside of the stalls. Standard school restrooms also have gendered features, such as urinals and menstrual product dispensers and receptacles.

An all-access restroom is not gendered—all students may access and use the facility. Best practices in design are detailed in these resources, including privacy and supervision features that benefit all students. This guidance uses the term “all-access restroom” to refer to a gender-inclusive facility that contains multiple private water closet compartments or rooms, and self-contained or shared lavatories.

Rationale for all-access restroom facilities planning and design guidance

Being able to access restrooms safely and without fear of shame or stigma affects student health, learning, attendance, and school climate for all students. Some school districts are responding to student needs by creating all-access restroom facilities that are designed to be inclusive of all genders. Providing guidance on this timely topic supports the CDE’s goals to provide safe, inclusive, and comfortable learning environments that positively affect student achievement and wellbeing.

"Consistent access to safe bathrooms at school is an education equity/education justice issue. I spent years making myself sick—either from anxiety about having to choose which bathroom to use, or from refusing to use the bathroom at all and suffering from chronic infections—because there was nowhere at school where I could safely go for fear of bullying or harassment. This work is life saving for students who have been suffering in traditionally gendered systems for so long." - Benjamin K., Trans Educator

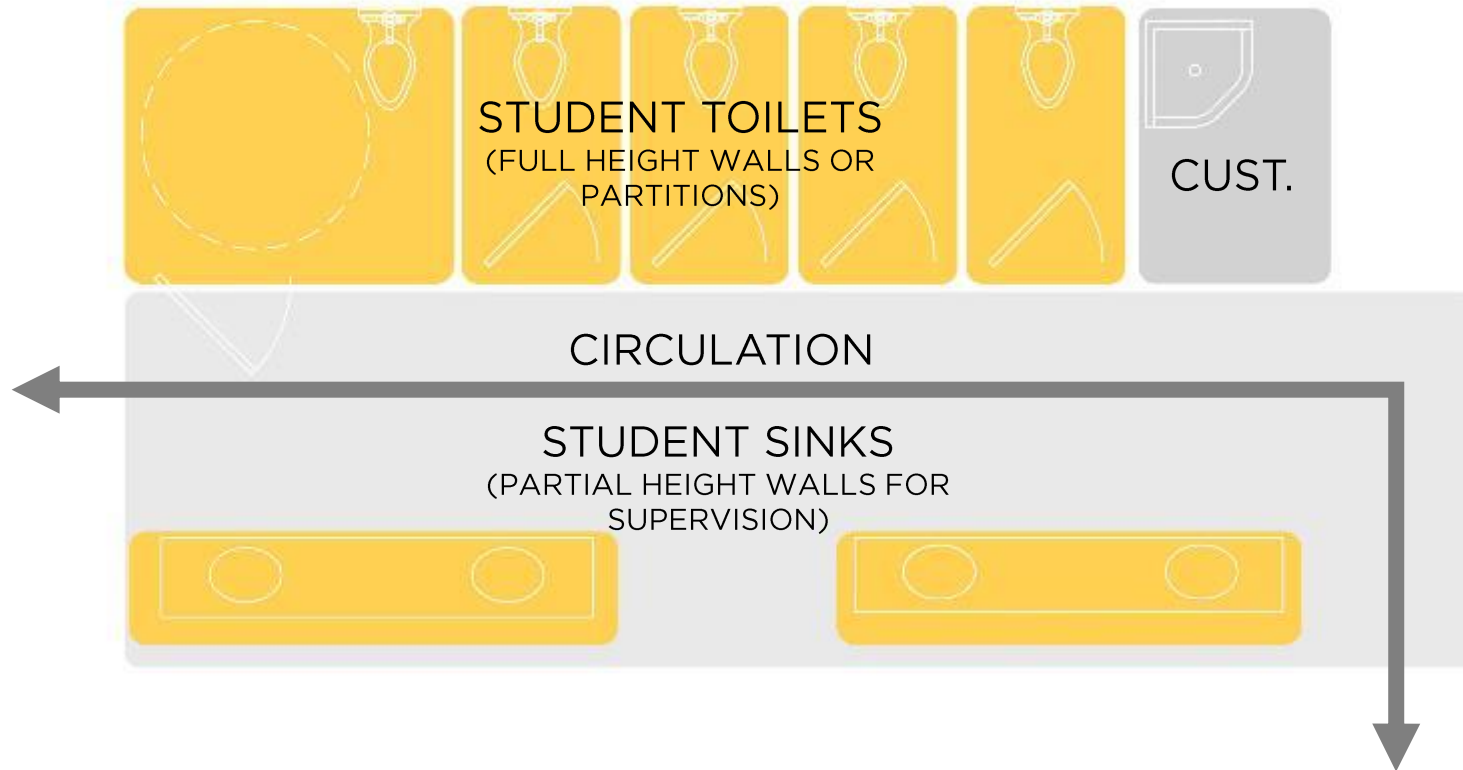
A Comprehensive Analysis of Inclusive & Gender Specific Restrooms in K-12 Schools

INCLUSIVE RESTROOM DESIGN

Cunningham

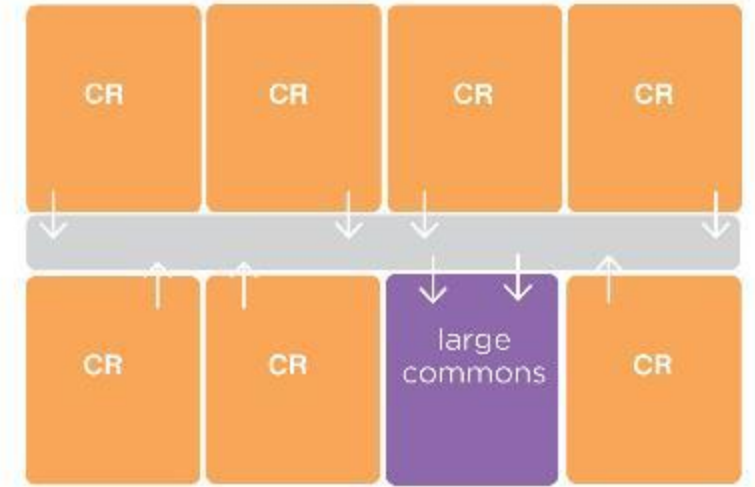
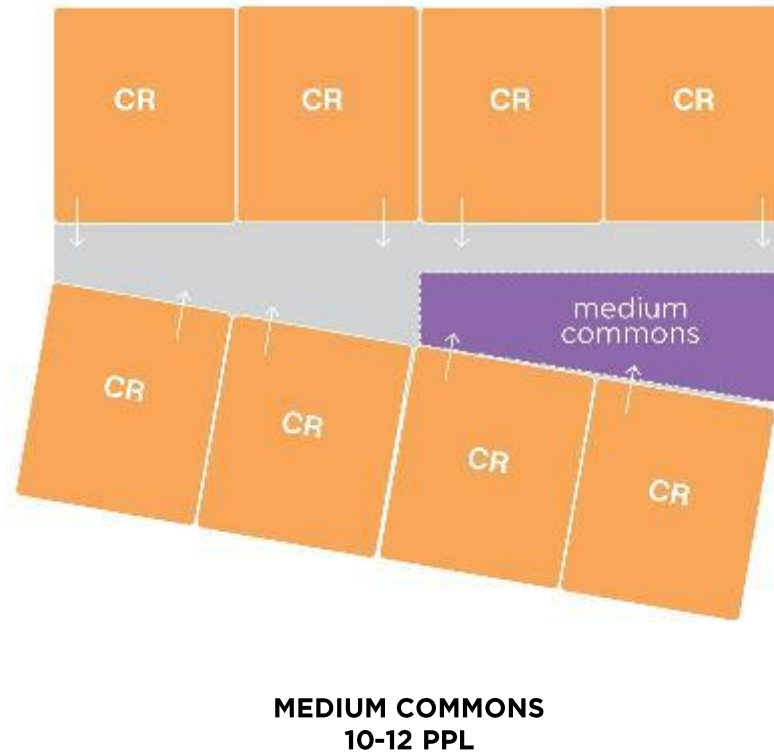
ALL ACCESS RESTROOMS

Added



INDOOR COMMONS

For all levels



For small group work and collaboration for students.

INDOOR COMMONS



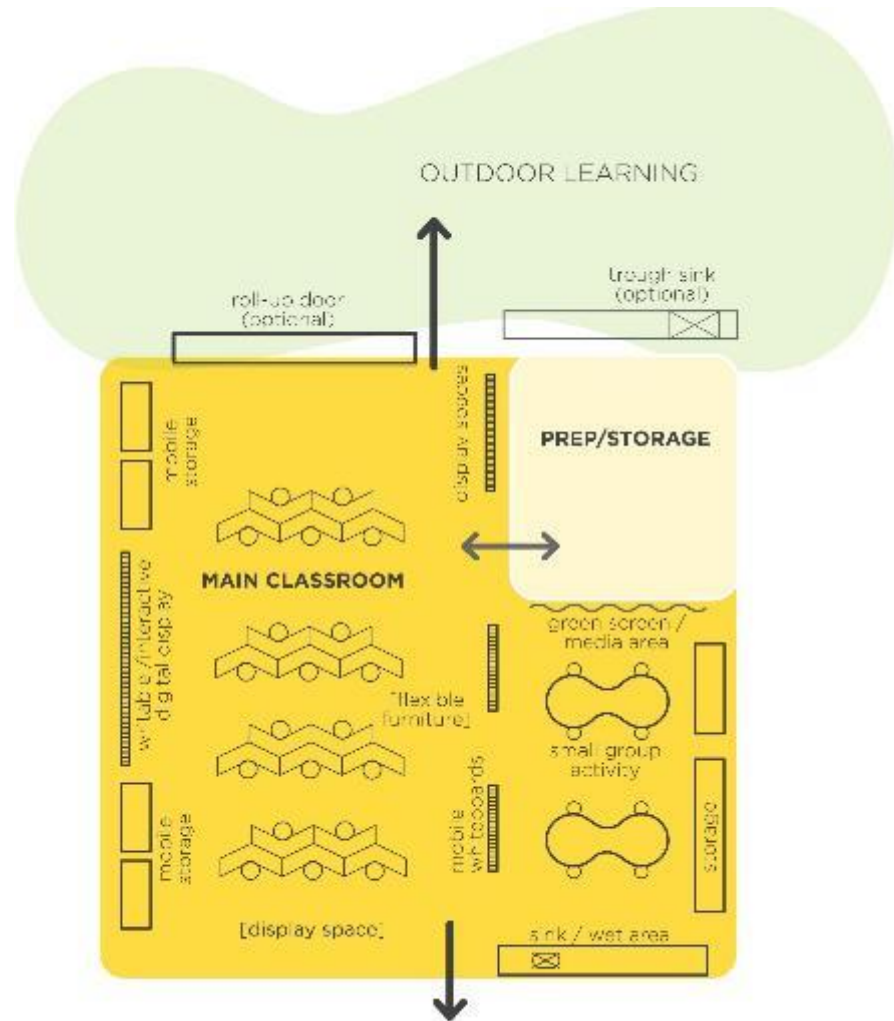
For small group work and collaboration for students.



Agnews K-12 school in Santa Clara – one of the LPA projects toured this summer.

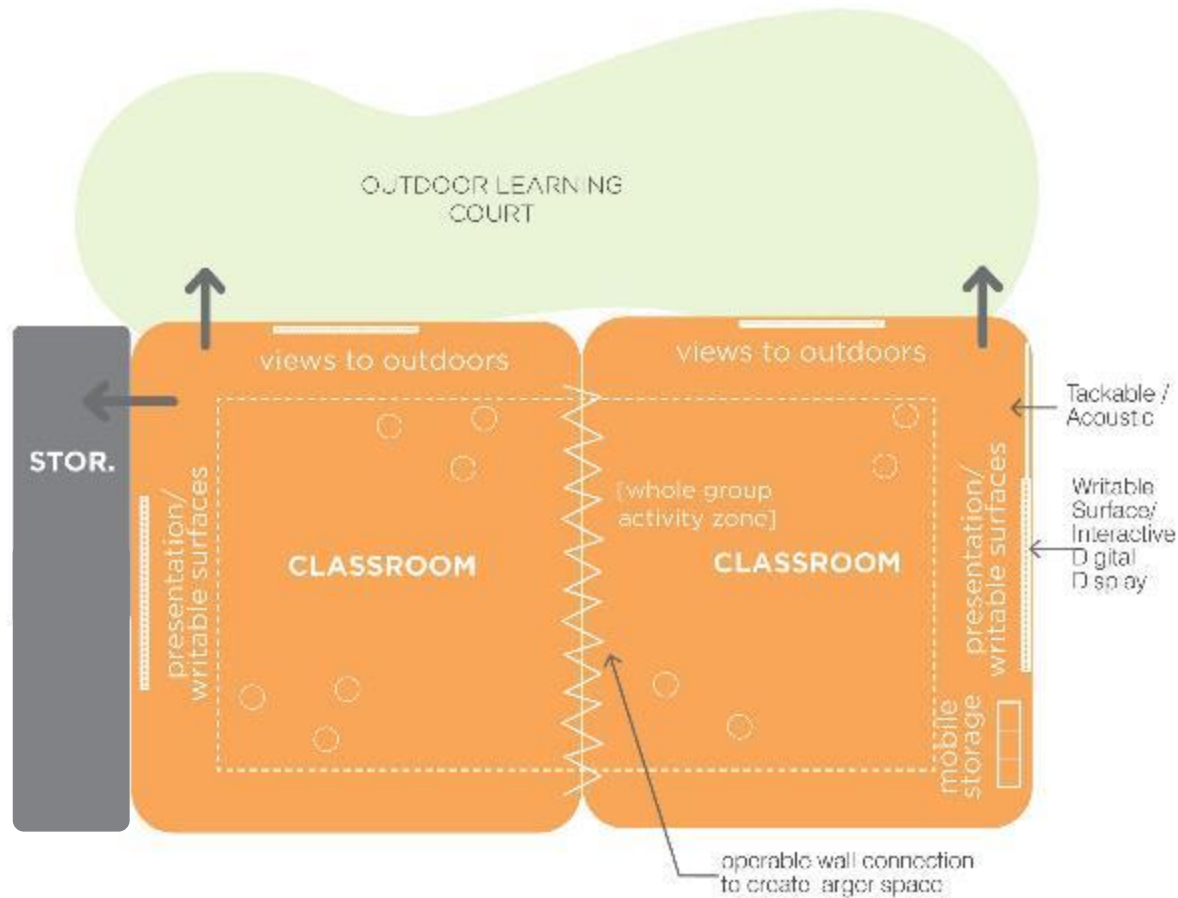
FLEX LABS FOR TK THROUGH GRADE 8

Multi-use for specialized programs & after school



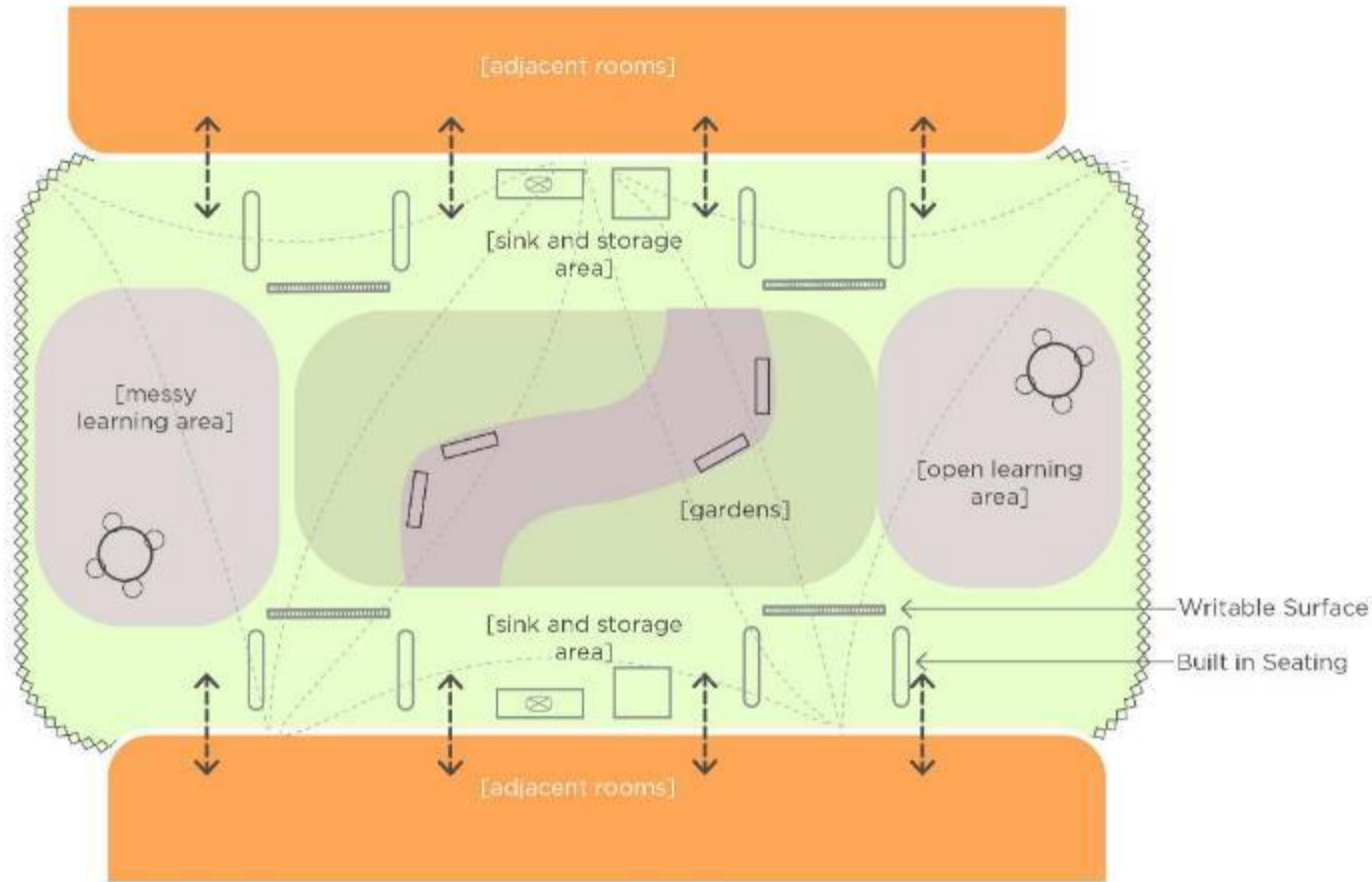
ANNEX

Multi-use: indoor PE, small events & after school



OUTDOOR COMMONS

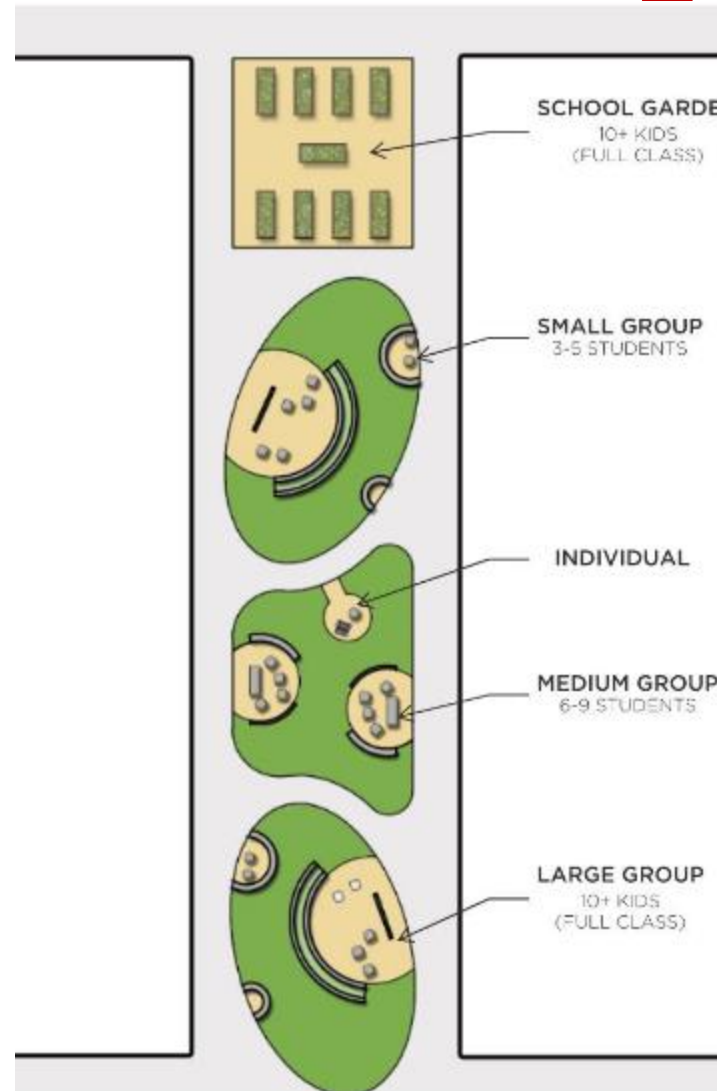
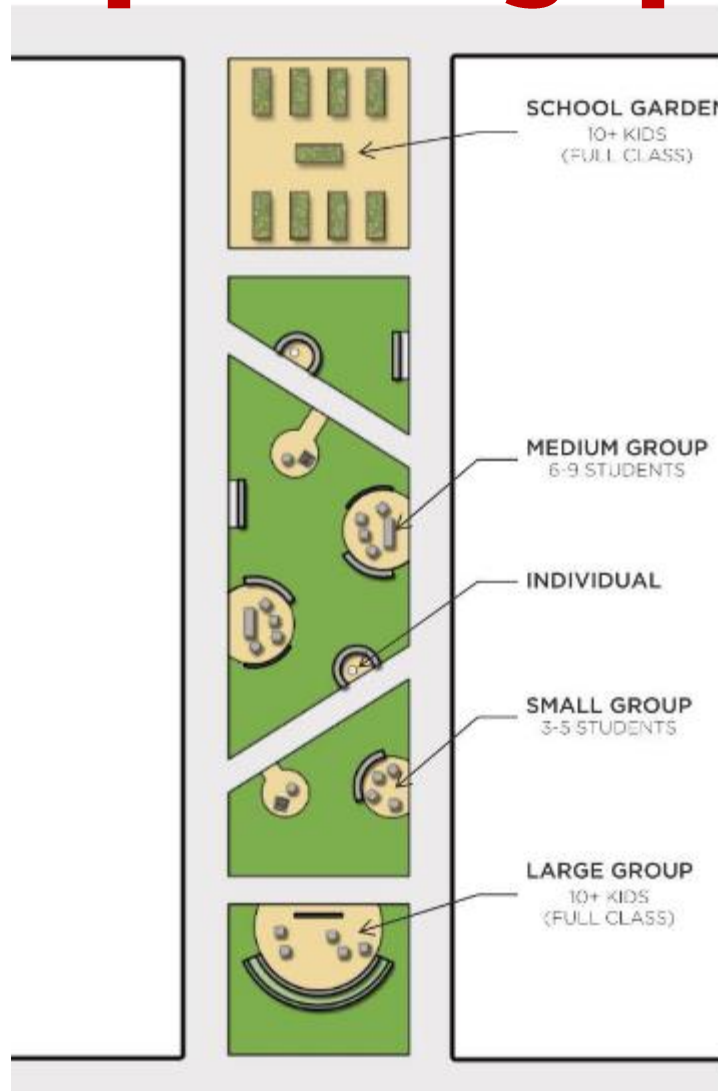
Extending learning outdoors



Combines hardscape and landscape to make it low maintenance, not an extra burden to M&O.

LEARNING COURTS

Optimizing space between finger buildings



LONG RANGE FACILITIES PLAN **NEXT STEPS**

- **Update Planned Enrollments** per 2023 CBEDS and Development Buildout: **December**
 - Davis Demographics & SRVUSD Planning Team to ensure the enrollments used for Long Range plans reflect the full buildout of known developments
 - LPA to re-run programs and revise diagrams
- **Cost estimating:** **February 2024**
- **Project Prioritization with FDC and SRVUSD Board of Education:** **February / March 2024**
- **Finalize website, Board approval by** **April 2024**



Q & A



Changing Lives by Design™