SAN FRANCISCO UNIFIED SCHOOL DISTRICT
2006 PROPOSITION A BOND GREEN SCHOOLYARD PROGRAM

REQUEST FOR QUALIFICATIONS (RFQ)
FOR LANDSCAPE ARCHITECTURAL DESIGN SERVICES
FOR
SUTRO ELEMENTARY SCHOOL
235 - 12TH Avenue
San Francisco, CA 94118

March 19, 2012
TABLE OF CONTENTS

I. INTRODUCTION TO REQUEST FOR QUALIFICATIONS (RFQ) SUBMITTAL PROCESS
   1. Methodology of Contracting with Landscape Architectural Services and Basis of Fees
   2. Administrative Requirements
   3. Description of Project and Scope of Work
   4. Description of Landscape Architectural Scope of Services
   5. District Responsibilities

II. DISTRICT PROCESS FOR CONSULTANT SELECTION

III. CONTENTS OF PROPOSALS AND EVALUATION CRITERIA
   1. Introduction/Cover Letter
   2. Professional Qualifications and Relevant Experience
   3. Project Team
   4. Proposed Fee and Basis of Charges
   5. Agency, Relevant Code and ADA Experience

IV. RFQ PROJECT SCHEDULE

V. ATTACHMENTS
   A. Sutro Elementary School Green Schoolyard Plan report and Concept Plan created by Bay Tree Design
   B. SFUSD Sample Contract
   C. DVBE Requirements  
      (FOR DESIGN CONTRACTS OF $75,000 OR ABOVE ONLY)
   D. Fee Proposal Format

VI. DOCUMENTS AVAILABLE FOR REVIEW
   1. 2006 Proposition A Bond Language
   2. SFUSD “Transition Plan” dated June 2002
   3. SFUSD Project Standard Guidelines
I. INTRODUCTION TO REQUEST FOR QUALIFICATIONS (RFQ) SUBMITTAL PROCESS

The San Francisco Unified School District’s (SFUSD) 2006 Proposition A Bond Green Schoolyard Program and the Sutro Green Schoolyard Committee are seeking Statements of Qualifications (SOQ) from qualified landscape architecture firms or teams to provide landscape architectural design and construction administration services. Teams are joint ventures that must be assembled prior to submitting a SOQ.

The provisions of the Public Contract Code Sections 10115 et Seq as defined in the State Allocation Board regulation 1862.12.5(g) for implementation of Disabled Veteran Business Enterprise Goals shall apply to design contracts of $75,000 and above. SFUSD requires submitters to engage in positive efforts to use DVBE sub-consultants and allow these sub-consultants the maximum feasible opportunity to compete for sub-contracts for the proposal. SFUSD requests Prime respondents to engage in good faith efforts to provide DVBEs with 3% of the contract for subcontracting opportunities.

Four (4) bound copies and one (1) digital PDF copy (on CD or DVD) of the response to this RFQ should be submitted in 8-1/2” x 11” format with any supporting material or documentation in a sealed envelope and delivered or mailed to:

Tamar Barlev, Assistant Project Manager
San Francisco Unified School District
2006 Proposition A Bond Green Schoolyard Program
135 Van Ness Avenue, Room 216
San Francisco, CA 94102

RE: Sutro ES Green Schoolyard Project

All participating landscape architectural firms must have an existing primary working business location within a 25-mile driving radius of the city limits of San Francisco, CA.

Applicants shall submit SOQs by 2:00 PM on Wednesday, April 25, 2012.

Late submittals will not be considered.

1. Methodology of Contracting for Landscape Architectural Design Services and Basis of Fees

The District will provide a broad range of project management services including the oversight and management of the selected Landscape Architectural firms. The Landscape Architecture firm selected will be the Landscape Architects of Record for the Sutro ES Green Schoolyard Project and will work directly with the Sutro Green Schoolyard Committee and SFUSD staff to develop a design that meets the needs of the school community and the school district.

2. Administrative Requirements

The selected Landscape Architect will be required to complete and submit the SFUSD Professional Consulting Services agreement, DVBE forms, SFUSD Criminal Background

- 3 -
Certification form and 2012 IRS W-9 form. The Professional Consulting Services agreement will be issued by the District’s Contracts Administrator after Board of Education approval has been obtained. The consultant’s fee and scope of work shall be outlined in the agreement. Compensation shall be on the basis of the approved lump sum agreement. A sample SFUSD contract is included in Attachment B.

Landscape architectural firms or each member of associations for joint ventures awarded a contract will be required to maintain, in full force and effect at their own expense, the following insurance policies with companies certified with the California Insurance Commission. Please include the name of your insurance provider in your SOQ. The following insurance policies are required in order for your firm/joint venture group to qualify for participation in this project:

- Worker’s Compensation Insurance in compliance with CA law
- General Liability Insurance ($1 million / per occurrence)
- Automobile Insurance ($1 million / per occurrence)
- Professional Liability (E & O) Insurance with limits not less than $1 million / per claim, annual aggregate.

If any policy is written on a Claims Made Form, the consultant must provide a project specific policy to continue the coverage for five (5) years beyond the date of the individual project completion.

With each contract each firm must provide the District with original “wet signature” certificate(s) of insurance that include the following:

A. The San Francisco Unified School District, its Board, Officers and employees shall be named as additional insured parties on General Liability and Automobile policies. Endorsements must be submitted with the certificate(s);
B. Should any of the above described policies be canceled before the expiration date thereof, the issuing company will provide written notice to the certificate holder a minimum of 30 days prior to said cancellation.

Additional Insured: San Francisco Unified School District, its Board, Officers and employees should be named as additional insured on General Liability and Automobile Liability by Endorsement, to be provided with Certificate, specifying the San Francisco Unified School District is noticed by the Company as an Additional Insured entitled to a 30-day written mailed notice. Such policies are primary insurance to any other insurance available to the additional insured, with respect to any claims arising out of this Agreement. Insurances apply separately to each insured against whom claim is made or suit is brought.

3. Description of Project and Scope of Work

2006 Proposition A Bond funding provides for school building and site improvement which include: Americans with Disability Act (ADA) compliance; health, safety and building infrastructure improvements, and the greening of school yards. It is the greening of school yards that is the focus of this scope of work. The Landscape Architect firm or team chosen to

1 Copies of your insurance policy are NOT required and should not be provide with SOQ submission.
work on this project will provide design services culminating in drawings and specifications that can be bid out to prospective contractors. The Landscape Architect firm or team will also be required to review and adhere to the SFUSD Project Standard Guidelines which will be issued at the start of the design process. If additional engineering expertise is required during the design process the Landscape Architect will acquire the additional consultants as an add-service to the contract between SFUSD and the Landscape Architect.

4. Description of Landscape Architectural Scope of Services

The scope of work includes reviewing the Sutro ES Green Schoolyard Concept Plan created by Bay Tree Design (Attachment A), specifically phase one priorities discussed in the concept plan, and recommending any alternate and/or additional design features to be constructed within the budget constraints of this project. The design elements/priorities that are a part of this scope of work include:

Upper Terrace with Gardens, Kitchen and Seating
• Reconfigure existing terrace to include space for gardening, cooking and outdoor gatherings
• Create three-part teaching garden with fruit trees and in-ground beds for edible plants
• Build outdoor kitchen with counter space and sink.
• Create a new shaded amphitheater*
• Move existing picnic tables to west side and new shade umbrellas and game boards
• Refresh mural on terrace’s south wall
• Install weather-monitoring equipment on terrace and add colorful windsock on poles along edge.

The Landscape Architect will be required to visit the site and perform a walk-through of the premises prior to submitting a proposal. Please contact Principal Andrew C. Poon, (415) 750 – 8525, poona@sfusd.edu to schedule the site visit. Site visits can be scheduled between April 2, and April 13, 2012.

The total budget includes expenses associated with but not limited to: architectural and engineering fees, construction inspection services, testing services, construction and contingencies, and administration fees such as advertising, printing, bidding and permits. The total construction budget to implement the green schoolyard project is estimated to be $100,000, and assumes a 10% construction contingency for unforeseen conditions.

The Landscape Architect will work directly with Sutro Elementary School’s Principal, Green Schoolyard Committee and the Green Schoolyard Project Manager to establish and follow a project schedule based on issuing a Notice to Proceed for construction as early as possible. The Notice to Proceed with construction is estimated to be May 6, 2013.

*This element may necessitate Department of the State Architect (DSA) approval. An architectural consultant may be required. Include these design fees as a line item in your fee proposal.
Landscape Architectural Consultants Responsibilities:

A) Conduct Project/Site Assessment:
   - Review Scope of Work requirements at Sutro Elementary School.
   - Review the Concept Plan developed by Bay Tree Design green schoolyard committee. The content of this concept plan must be addressed/incorporated into the final design.
   - Thoroughly document existing conditions in the areas that may be impacted by green schoolyard elements. Site assessments shall include identification of functioning water supply for irrigation installation.

B) Provide Design Development Services:
   - Meet with District Representatives and school site staff, allowing the school to communicate essential project elements as well as review and adjust specific concept plan proposals.
   - The selected landscape architecture firm must conduct at least two site visits and a minimum of four (4) to six (6) design development meetings with the school’s Green Schoolyard Committee prior to conducting the final design review meeting.
   - Develop green schoolyard designs and ultimately corresponding drawings and specifications with the participation of the school’s green schoolyard committee. These designs must consider budget constraints. The project’s program and scope should be addressed and revised as necessary as priorities change.
   - Provide cost estimates for project elements at 50%, 90%, and 100% completion.
   - Facilitate DSA and other government agency reviews, approvals and permitting of project elements, if necessary. Fees for permits will be reimbursed by the Green Schoolyard Program from the project budget and will potentially impact the available funds for construction.
   - Present the final review of project drawings and cost estimates to SFUSD Bond staff as well as the school’s Principal and Green Schoolyard Committee.
   - Prepare construction Bid Documents at 50%, 90% and 100% completion for submittal and review. The landscape architect shall prepare and submit 100% complete Construction Bid Documents to the Division of the State Architect (DSA) for approval, if required, and make any recommended revisions.
   - Assist in determining the number of additive alternates necessary to keep final construction costs under control.
C) Submit Final Construction Drawings, Specifications and Cost Estimates to SFUSD and others as necessary:

- Prepare and submit final drawings and design details (in hard copy and in high-resolution PDF format), specifications, and priorities that are approved by the school’s Green Schoolyard Committee and Principal to the Green Schoolyard Project Manager for review by December 3, 2012. These documents should include:
  - Existing conditions (verified in the field),
  - Design sketches of all main concepts including color perspective and/or 3-D images and elevations necessary to illustrate design concept,
  - Demolition plans, notes, legend, and details,
  - Color landscape plan identifying hardscape materials, plantings and other site work elements,
  - Planting Plan. A planting plan is required even if planting is not included in the contractor’s scope of work and should be included in the construction drawings. If planting is not included in the contractor’s scope of work the planting plan should be marked “Not in Contract.”
  - Layout plan, notes, legends, and details,
  - Grading plan, notes, legends, and details,
  - Irrigation plans, notes, legends, and details,
  - Construction detail drawings, notes, and legends,
  - Color and materials booklet (min. 11” x17”) in color providing list and images of materials, plants, and product selections,
  - Prepare and coordinate with SFUSD the Division 0 and Division 1 specifications provided by SFUSD into the bid documents. Prepare Division 2 and greater specifications,
  - A cost estimate, and
  - Incorporate hazardous materials mitigation documents (specifications and drawings) provided by District’s consultants into the final bid documents, if required.

- Submit a final set of drawings containing all edits & revisions in high resolution PDF format as well as final specifications for bidding to SFUSD document printing vendor, ARC (formerly Ford Graphics) Planwell department no later than February 14, 2013.

- Participate in the BID process (review and analysis) which will include attending job walks, responding to pre-bid request for information (RFI), preparing addenda, and obtaining DSA approval of addenda (as needed).

Please note that all designs and subsequent construction drawings must adhere to SFUSD Project Standard Guidelines. These standards will be provided to the selected landscape architect once the contract has been awarded.

D) Provide Construction Administration:
• Provide detailed information related to design, drawings and specifications as requested by SFUSD representatives and contractor.

• Visit site weekly during construction to review progress, quality of work, and conformance to intent of Contract Documents. If additional visits are needed to review layouts etc., this should be included and expected as well.

• Utilize District’s project management software to facilitate communication and track documents between the District, District’s agents and contractor. Relevant staff training on the District’s project management software will be necessary.

• Provide construction administration, including review of submittals, attendance at all job-walks, pre-construction meetings and weekly on-site meetings, preparation and implementation of DSA (and non-DSA) approved change orders with drawings, if applicable, respond to requests for information (RFI’s), issue Architect’s Supplemental Information (ASI), Informational Bulletins (IB) and clarifications, review contractor submittals, payment requests and proposed change-order (PCO) requests, and issue weekly field reports after each construction meeting.

• Compile punch list at Project Completion in conjunction with Contractor, Project Manager and Inspector.

• Participate in project close-out tasks which will include the preparation of a punch list, the review of warranties and guarantees, and the review of and approval of the final contractor payment. Assume a lead role in project close-out including DSA file closing (as needed), and submit copies of the following items as one hard copy and on 2 recordable compact discs (CD-R):
  
  ▪ Scanned files of the Contractor’s redlined Field Set (hard copy) noting all approved changes made in the field during construction. The scanned files can be either on PDF or TIF format.
  ▪ An editable, high resolution PDF format version of both the updated drawings and specifications, incorporating the “As-Built” redlines as noted above and received from the contractor recorded on site.
  ▪ An AutoCAD format (version 2004 or later) version of the project drawings, and
  ▪ The project manual (hard copy & PDF)

  These items should include any related change orders, revisions, bulleted, clarification drawings and sketches. These documents should bear a stamp and signature from the Landscape Architect of Record and DSA stamp of approval, if applicable.

• Inspect the project site 1 year and then 18 months after substantial completion, before the 2 year warranty period for the contractor expires.
5. **District Responsibilities**

- Any hazardous material ("hazmat") related work or mitigation thereof will be the sole responsibility of the District. The landscape architect will coordinate the documents provided by the District’s hazmat consultant into a complete package.

- Coordinating the bidding phase, including advertisement and distribution of bid documents.

- Coordinating the administration of the construction contracts including provisions of inspection, special testing engineers, industrial hygienists, construction management firms and specialty consultants, if required.

- The district will provide site topographic surveys, modernization hazardous materials reports, and geotechnical reports *if available*. As noted above, the landscape architect will work with the District to determine the scope of services required for the project.

**II: DISTRICT PROCESS FOR CONSULTANT SELECTION**

All responses to this RFQ will be reviewed by the green schoolyard committee. Those firms that qualify may be invited to participate in an oral interview and presentation with the green schoolyard committee. Specific information regarding the interview will be provided upon notification of the firm completing the preliminary screening.

Requirements for applicants include:

a) Landscape Architects Licensed in the State of California

b) A minimum of two (2) years experience in the design of green schoolyards, educational settings, and ecological landscape design

c) Experience in access design for educational settings

*The District will accept written questions and comments from prospective consultants through Tuesday, April 17, 2012 close of business.* The last addenda will be issued by Thursday, April 19, 2012. Any addenda will be posted to the District web-site.

The District and green schoolyard committee reserve the right to make a selection anytime during the selection process in the event that the District or the committee can readily make a clear determination and selection from the proposals without conducting an oral interview.

**III: CONTENTS OF PROPOSALS AND EVALUATION CRITERIA**

Submit four (4) bound copies and one (1) digital PDF copy on a CD or DVD of the SOQ to the following address by 2:00 PM on April 25, 2012.
The total **maximum** length for proposals is 20 pages, including text (Ariel or equivalent, 10-point font minimum), illustrations and other documentation. **Points will be deducted if a proposal exceeds this page limit.**

Please provide the following information, **in the order outlined and numbered below.** Proposals will be carefully reviewed and scored based on the information you provide. Adherence to proposal requirements is worth 10% of the total score. **Points will be deducted if requested information is not included.**

1. Introductory/Cover Letter (maximum length 1 page)

2. Professional Qualifications and Relevant Experience.
   Sutro Elementary School will use the following selection criteria to evaluate each applicant (100 points maximum):
   - Rapport/ability to work with the greening committee and school community (20 pts)
   - Experience designing green schoolyards and educational gardens (20 pts)
   - Demonstrated ability to meet budget and schedule (15 pts)
   - Artistic merit and design approach (15 pts)
   - Knowledge of native and drought-tolerant vegetation (10 pts)
   - Fees and availability (10 pts)
   - Adherence to RFQ requirements (10 points)

The following section should address the afore-mentioned criteria while also providing:

   - The full name and address of the firm or team
   - The name and phone number of a designated contact person
   - **List** of all credentials, certifications and licenses (including credential, certificate and license numbers). Copies are NOT required and should not be included in the SOQ submission.

   - A description of the firm’s professional qualifications and experience, including those of any sub-consultants, in order to clearly demonstrate your ability to successfully furnish the landscape architectural/design services described in this RFQ.
A discussion of the firm’s understanding of the landscape architectural/design services required for this project and the firm/team’s ability to meet these requirements.

Provide a reference list of not less than 4 clients of the firm and/or joint venture group. This list should include clients for whom your firm has provided similar architectural design work during the past four years. This reference list should include:

- the clients’ name, addresses, contact names, telephone numbers,
- a brief description of each project,
- project duration (please note whether project completed on schedule)
- an original budget and schedule, and
- a final cost and schedule for each referenced project.

IMPORTANT: If all of the information requested is not provided, points will be deducted.

There should be a clear focus on projects done on public school grounds that emphasize schoolyard greening. Be sure that the contact person listed is able to speak about your firm’s involvement/performance.

Provide a list of projects each valued between $50,000 - $100,000.

Citations, Disbarments and Claims: Provide a statement describing any and all of the following which the landscape architect has received in the past three (3) years (maximum length; 2 pages):

- “Claims” – Both insured and uninsured claims which have been paid for errors, omissions, or defects in work product or activities provided or performed by the company.

This statement must be signed by an officer or principal of the architect’s company and accompanied by the statement “Under penalty of disbarment I certify that this information is complete and accurate.”

- Should the landscape architect not have any claims the landscape architect should provide a statement to this effect, signed and certified in the fashion described above.
- Should the landscape architect not have been in business for three years, the history of claims for all of the company’s principals and officers must be provided to equal the required three year period.

IMPORTANT: IF THIS STATEMENT IS NOT INCLUDED AND SIGNED BY THE APPropriate OFFICIAL, POINTS WILL BE DEDUCTED!

3. Project Team

Provide the names of the principal-in-charge and the assigned staff members who will comprise the core of your firm’s Project Team. Please provide brief resumes for the key members of your Project Team including years of experience in the following practice areas:

- Educational
If members of your team have other relevant certifications (LEED, ARCSA, etc.), be sure to list them.

4. Proposed Fee, Basis of Charges and Name of Insurance Companies:

Submit a fee proposal (see Attachment D) that covers the costs of undertaking all of the tasks specified in the Scope of Work, using the project duration information provided. The proposed fee should be based on a lump sum and should include a schedule of values. The consultant should also include the firm’s unit hourly rate. The proposed fee shall include all associated costs for the following but not limited to materials, equipment, travel, pager services, phone service calls, reproduction, mailing, and profit. Payment will be approved on a performance basis for a total figure not to exceed the fee set for the project. Attachment D illustrates the requisite format and information that must be included in the fee proposal.

- Provide a list of the insurance companies with which your firm/team holds relevant policies.

5. Agency, Relevant Code and ADA Experience

Please briefly discuss your firm’s specific experience over the last five (5) years with EACH the following:

- Division of the State Architect
- California Building Code including Title 24, California Code of Regulations as it applies to educational building construction
- Americans with Disabilities Act (ADA)
- California Green Building Standards Code

IMPORTANT: CLEARLY STATE SPECIFIC EXPERIENCE WITH THESE AGENCIES/CODES IN THE LAST FIVE YEARS. GENERAL STATEMENTS RELATED TO EXPERIENCE WITH THESE AGENCIES/CODES WILL RESULT IN LOST POINTS.

IV: RFQ/Project Schedule:
Assuming Construction takes place during the summer 2013, the estimated schedule is as follows:

- Required site visit by Landscape Architectural firms 4/2/2012 – 4/13/2012
- Final RFQ Questions due to SFUSD, 2:00 PM PST 4/17/2012
- SOQ submissions due to SFUSD, 2:00 PM PST 4/25/2012
- SOQ evaluation & Landscape Architectural firm interviews by Green Schoolyard Committee 4/26/2012 - 5/18/2012
- Communication of selected Landscape Architectural firm due to Project Manager, 2:00 PM PST 5/21/2012
- Landscape Architectural firm tentatively identified 5/22/2012
The District reserves the right to modify the project’s schedule as necessary.

For questions or requests for clarification, direct your inquiries to Tamar Barlev at the address specified in “Submit Bids” or by phone at (415) 241-6152 ext. 1577. Your proposal will be evaluated by the Sutro Elementary School’s Principal and Green Schoolyard Committee.

Notes:
All proposals, project drawings and specifications become the property of SFUSD.

Verbal responses to questions regarding this RFQ shall in no way change or modify the RFQ requirements.

Proposers shall not be reimbursed for any costs associated with the preparation of proposals in response to this RFQ.

The District reserves the right, at its sole discretion, to modify RFQ requirements, cancel the selection process or amend the schedule.

V: ATTACHMENTS

A. Sutro Elementary School Green Schoolyard Plan report and Concept Plan created by Bay Tree Design
B. SFUSD Sample Contract
C. DVBE Requirements
D. Fee Proposal Format

VI: DOCUMENTS AVAILABLE FOR REVIEW
Other information pertaining to work at specific school sites is available through review of the following documents:

1. 2006 Proposition A Bond Language:
3. SFUSD Project Standard Guidelines – Emailed upon request
SUTRO ELEMENTARY SCHOOL
GREEN SCHOOLYARD PLAN

SAN FRANCISCO UNIFIED SCHOOL DISTRICT
2006 PROPOSITION A BOND
MAY 27, 2011

PREPARED BY:
Bay Tree Design, Inc.
environmental planning & design, ecoschool design®, edible landscapes
berkeley . california . 510.644.1320 . www.baytreedesign.com
GREEN SCHOOLYARD PLAN PARTICIPANTS

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Lori Shelton, Project Manager, Green Schoolyard Program
Tamar Barlev, Assistant Project Manager, Green Schoolyard Program

SAN FRANCISCO GREEN SCHOOLYARD ALLIANCE

Arden Bucklin-Sporer, Executive Director

SUTRO ELEMENTARY SCHOOL

Andrew Poon, Principal*

PARTICIPATING FACULTY & STAFF

Nova Bridges
Alisa Cohen
Maggie Englesbe
Karen Greener
Brigid Haran
Richard Illig*
Jerome Kuo
Laurette Lau*

Mary Ling
Paula Mah
Paula Ogi
Allison Shoule (PE)
Josephine Tang
Mark Treanor
Jannie Wong

PARTICIPATING PARENTS & COMMUNITY MEMBERS

John Abraham
Katy Cheng
Jenny Chen
Ivy Creed*
Jason Ericson
Soivani Hanumanthiyao
Chuan Ierig
Sharon Jiang

Emma Kong
Tim Kong
Ha To Luong
Olessya Povtar
Ream Shoblo
Sam Tan
Leslie Wong
Mariah Wong* (PTA president)

PARTICIPATING STUDENTS

Approximately 60 students from Rooms 9, 10, and 12 participated in the favorite places mapping exercise.

* = Green Schoolyard Committee members

BAY TREE DESIGN, INC.

Sharon Danks, Principal
Mary Pearsall, CAD Assistant
Shalini Agrawal, CAD Assistant

2927 Newbury Street, Suite B
Berkeley, California 94703
510.644.1320
info@baytreedesign.com
www.baytreedesign.com

Photographs by Bay Tree Design, inc.
## TABLE OF CONTENTS

**GREEN SCHOOLYARD REPORT**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006 Proposition A Bond Process</td>
<td>2</td>
</tr>
<tr>
<td>Green Schoolyard Community</td>
<td>2</td>
</tr>
<tr>
<td>Project Kick-Off</td>
<td>3</td>
</tr>
<tr>
<td>Green Schoolyard Mission Statement</td>
<td>3</td>
</tr>
<tr>
<td>Goals &amp; Key Project Ideas</td>
<td>4</td>
</tr>
<tr>
<td>Key Site Walk Findings</td>
<td>5</td>
</tr>
<tr>
<td>Children’s Favorite &amp; Least Favorite Places</td>
<td>10</td>
</tr>
<tr>
<td>Participatory Design Workshop</td>
<td>11</td>
</tr>
<tr>
<td>Concept Plan</td>
<td>17</td>
</tr>
<tr>
<td>Schoolyard Greening Priorities &amp; Proposed Project Phasing</td>
<td>24</td>
</tr>
<tr>
<td>Next Steps</td>
<td>25</td>
</tr>
</tbody>
</table>

**APPENDICES**

- Appendix A: Goals & Ideas for the Green Schoolyard at Sutro School
- Appendix B: Site Walk Maps
- Appendix C: Photographs of the School Grounds
- Appendix D: Children’s Favorite & Least Favorite Places

**STAND ALONE ITEMS**

- 11x17 Poster: Green Schoolyard – Project Summary
- 11x17 Poster: Green Schoolyard – Participatory Design Process Summary
In August 2010, the Sutro Elementary School community began a participatory schoolyard design process as part of the SFUSD 2006 Proposition A Bond’s Green Schoolyard Program. The overall goal of this bond-funded project is to enrich the school grounds with additional recreational, educational, and ecological features that will make it a more exciting, beautiful, interesting, and comfortable environment for students and adults.

The SFUSD 2006 Proposition A Bond program is contributing $150,000 to “green” Sutro Elementary’s school grounds. The concept plan for this renovation was developed using a participatory design process that included Sutro Elementary’s teachers, PTA family members, students, and other members of the local community, assisted by environmental planner Sharon Danks of Bay Tree Design, inc. This initial planning phase, completed in March 2011, resulted in a concept plan that is intended to guide the future development of the school’s gardening program, outdoor classroom spaces, and play areas in the years to come. The plan’s design is more ambitious than the bond funding will be able to cover, so the school community has also expressed their priorities and determined which areas they would like to develop first, using their bond funds. (These portions of the project are referred to as “Phase One” in this report.) The school community intends to raise additional funds in the coming years, to continue to develop the yard according to the plan.

The next phase of work will begin with the school community’s selection of a landscape architect, who will work with them to develop the design in more detail for the Phase One area(s). The landscape architect will build on the ideas in the concept plan developed during this phase, prepare cost estimates, and identify the more specific scope of work to be constructed using the bond funding. The landscape architect will then develop construction documents for the areas to be built and provide construction administration for these areas. It is anticipated that the infrastructural elements of this project (pathways, irrigation, and other major construction) will be accomplished by professional contractors, and that smaller portions of the planting and light construction may be accomplished by the school community with the help of neighborhood organizations and volunteers.

The goals, objectives, spatial layout, and implementation priorities for this green schoolyard plan were defined by a committed group that included the principal, the Green Schoolyard Committee, teachers, parents, PTA representatives, and other members of the local community. Many of these dedicated individuals regularly donate their time to help with various projects at the school, and were active throughout the process. Over time this schoolyard will flourish because of the supportive principal and dedicated school and community volunteers.
PROJECT KICK-OFF

In August 2010, the Proposition A Bond’s Green Schoolyard Project began with a meeting with Principal Andy Poon and the Green Schoolyard Committee to discuss the idea of enhancing the school grounds. Teachers Richard Illig and Laurette Lau and parents Ivy Creed and Mariah Wong (PTA president) were the first to join the committee, and assisted as leaders of the committee throughout the project.

In September 2010, environmental planner Sharon Danks of Bay Tree Design, inc. led project kick-off meetings with the school’s faculty and the PTA. The school community used these meetings to articulate their overall goals for the future of their outdoor spaces, and created a list of project ideas.

Fourteen faculty members attended the teachers’ kick-off meeting, and approximately fourteen parents and members of the school community attended the community kick-off meeting. Others in attendance at these meetings included Principal Andy Poon, and Lori Shelton and Tamar Barlev (SFUSD Green Schoolyard Program). The PTA kick-off meeting included Chinese language translation provided by the school district.

Each kick-off session opened with an explanation of the Proposition A Bond’s green schoolyard program followed by Bay Tree Design’s schoolyard ecology slideshow. Bay Tree Design’s slideshow illustrated some of the approaches that other schools have used to enhance their school grounds and encourage schoolyard ecology, as well as a variety of ideas for enlivening outdoor learning and diversifying play. After the slideshows, the teachers and parents brainstormed ideas that they would like to see on Sutro School’s grounds. (The PTA group added their ideas to the lists created by the teachers earlier in the week.) After the lists were complete, each participant received 8 stickers that they used to “vote” for their top priorities. Participants were allowed to spread out their votes, or to put more than one sticker on a specific item if they felt strongly about it.

A complete list of the ideas generated during the Proposition A Bond’s kick-off meetings is included in Appendix A: Goals & Ideas for the Green Schoolyard at Sutro School, along with information about how many votes each idea received. This list of ideas was later used to develop a mission statement for this project and to identify specific project goals.

GREEN SCHOOLYARD MISSION STATEMENT

Sutro School’s Green Schoolyard Committee developed the following mission statement for this project:

The purpose of the Sutro Green Schoolyard Project is to create and sustain an inclusive and engaging environment that supports and extends classroom experiences.
GOALS & KEY PROJECT IDEAS

To achieve their overall objective of improving the children’s work and play environment, the Sutro School community developed a set of goals, striving to create a more comfortable, beautiful space grounded in local ecology, with strong educational opportunities, and a wide array of recreational options. The goals and key project ideas that resulted from their brainstorming sessions are as follows:

FOSTER LIKE- & MULTI-AGE COOPERATIVE PLAY
- Separate playground zones so that some areas are free of balls
- Include places for ball games, imaginative play, and open-ended nature exploration
- Include space for a “digging bed” so children can explore the soil and look for insects
- Include basketball hoops and ping pong tables at various heights to encourage children of all ages and ability levels to play these games
- Paint a wide variety of games on the asphalt, including game boards, a maze, and other features
- Include art-play areas at recess (e.g. “water painting”)

CREATE OUTDOOR EDUCATIONAL OPPORTUNITIES
- Enrich language development and usage in all content areas
- Create an outdoor classroom seating area that can seat a whole class for outdoor instruction
- Create many small seating areas to encourage social conversation and allow small group work
- Include space for a food garden, and include an outdoor sink and kitchen counter
- Weave curricula into the schoolyard design including: measurement tools, weather station equipment, seasonal change, time-telling (sundial), renewable energy, geology, habitats, etc.

RE-CREATE A CONNECTION TO THE NATURAL ENVIRONMENT & LOCAL ECOCY
- Develop an understanding of and appreciation for the connections between the school and the natural world
- Design the yard to reflect the natural history of this part of San Francisco
- Create the feeling of a “schoolyard oasis” that buffers children from their urban surroundings
- Use native plants and trees as the primary planting palette for the schoolyard
- Create a garden to attract birds, butterflies, and other pollinators, and include plants that attract beneficial insects; connect these efforts to similar neighborhood plantings in nearby wild zones

CREATE FLEXIBLE, MULTI-USE SPACES
- Use all areas of the yard efficiently, including small spaces
- Use durable materials to create spaces that are useful for all students, including special education

DEMONSTRATE ENVIRONMENTALLY-FRIENDLY PRACTICES & GREEN BUILDING MATERIALS
- Make conscious choices about which materials to use in the schoolyard
- Use recycled materials to build schoolyard elements
- Include rainwater harvesting equipment to demonstrate these techniques to students and reduce the need for municipal irrigation water
- Add a renewable energy demonstration system (solar or wind) to the yard or buildings

IMPROVE THE BEAUTY & COMFORT OF THE SCHOOL GROUNDS
- Use plantings to soften the tall, orange fences onsite
- Adorn the yard with children’s artwork in ways that are durable and beautiful
KEY SITE WALK FINDINGS

In October 2010, the Sutro Green Schoolyard Committee worked with Bay Tree Design to examine the existing physical conditions and uses of the school site. Some of the issues discussed included: the existing uses for each area of the yard, pedestrian and vehicle circulation, schoolyard ecology, outdoor infrastructure, and opportunities for improvement. The information gathered during this site walk (shown right) was mapped in diagrammatic form, to convey the most important findings to the rest of the school community and inform the design process. Copies of these maps are included in Appendix B: Site Walk Maps, and a summary of the most important findings are below. Photographs of the school site, taken by Bay Tree Design, inc. in Fall 2010, are included in Appendix C: Photographs of the School Grounds.

EXISTING USE PATTERNS

Sutro School was extensively renovated for the Proposition A Bond modernization process. During this renovation, most of the vegetation onsite was removed, including more than twenty mature trees, and substantial, wheelchair accessible ramps were added in several places. These changes greatly transformed the appearance and character of the school grounds, and have shifted the way they are used today. The Green Schoolyard Committee and school community expressed great interest in restoring some vegetation to their grounds, to make them more comfortable and soften the school’s appearance, and in retrofitting the layout of the grounds, where possible, to make it more compatible with their needs for outdoor learning and play.

Front entrance along 12th Avenue

The main entrance to the school is along 12th Avenue. The front of the building has a sign with the school’s name, and some small murals in several places on the brown, concrete façade. A bright orange security fence wraps around the school and is the first thing visitors see as they approach the main entrance. (shown left, top)

Once inside the main entrance, the two main buildings onsite form a narrow outdoor hallway that is very heavily traveled by the whole school throughout the day. Three small courtyards, each with a few linear benches, are arranged within this pedestrian pathway system. A covered walkway runs perpendicular to this central corridor, connecting the two buildings and providing shelter from the weather. The corridor is also intersected by a number of wheelchair accessible ramps and their bright orange handrails. Concrete planters are arranged within this overall framework, and contain some new plantings. The tall wall of the main school building includes covered exterior walkways on two levels. (shown left, bottom)
Terrace next to the multipurpose building

The multipurpose building, located on the south side of the central outdoor hallway, has an associated, paved outdoor space located to the west of the building (shown, right). This terrace space is approximately 30 feet by 50 feet, and is at an elevation that is above the main playground, which lies to its west. The terrace is bordered to the north and west by a complex arrangement of wheelchair accessible ramps and their associated, bright orange handrails, which dominate the view of this part of the school grounds. Some small, concrete planting beds have been built into this ramp system. The space also includes one large planter with a young tree. Fixed, metal benches are arranged around the perimeter of this space, and the school has added some additional movable picnic tables in one area of the courtyard.

The terrace is a multiuse space for various types of active and imaginative play. It is used by the after school program as a snack area, water play zone, ball play area, and for calmer games on an indoor/outdoor rug. This zone is not heavily used during the school day.

Northern outdoor hallway

A long, narrow, outdoor corridor extends the length of the main school building on its north side. This space was used as an outdoor classroom, and was filled with trees prior to the building’s modernization, but is now dominated by ramps and railings. It is used as an access corridor several times a day, but is generally not in use during class time. The appearance of the corridor is rather stark compared to its previous configuration, and the Green Schoolyard Committee expressed interest in changing the aesthetics of this space without obstructing building access.

Playground

The playground is entirely paved with a flat asphalt surface that covers nearly half of the school grounds (shown, left). Funston Avenue borders the playground to the west, and residential properties border the playground to the north and south. Linear benches are installed around the perimeter of the yard in a manner that is not connected to any particular activity.

The playground includes painted play lines for a basketball, four square, kickball, tetherball, and other organized games—all very tightly arranged in this small yard. Some of the play lines are in conflict
with one another when they are in use simultaneously. For example, the Green Schoolyard Committee noted that the southern four square court is seldom used because children playing there are often hit by balls from the kickball games. The school also noted that classrooms in the west end of the main building are often disturbed by their proximity to noisy games that occur just outside their windows on the playground.

A climbing structure on a rubber safety surface stands at the northwest corner of the playground, next to Funston Avenue. Portions of this area are used by children who are engaged in climbing activities, and other parts are used by children who prefer to make up their own games and play imaginatively, where they will be safe from flying balls. Imaginative games often occur in the far northwest corner of the yard, and along the western perimeter, under the tree canopies, where children can find natural materials (leaves, bark, sticks) to use for games they make up themselves.

The playground is also home to a modular building, placed in the southeast corner of the yard. A storage container for physical education equipment, and the school’s trash and recycling bins, have been placed to the west of the modular building. The Green Schoolyard Committee noted that the trash bins are often in conflict with the use of the adjacent space for physical education classes and kickball games. The bins and storage container greatly restrict the size of the kickball court and produce unpleasant odors that the children do not enjoy.

A tall, bright orange security fence separates the playground from Funston Avenue. Several linear planting beds on the outside of the fence hold a variety of shrubs and tall shade trees. The fence includes a gate for pedestrian access to Funston Avenue, as well as a larger gate for vehicle access to the yard.

**MICROCLIMATE VARIETY**

The majority of the playground is exposed to the elements, with very little shade in the afternoon, except in the areas near the sidewalk trees along Funston Avenue, and near the modular building. Most of the elevated terrace is also unshaded, except for a small area near the southern edge, and the small space under the covered walkway. The corridors around the classroom building and multipurpose building are all fairly shady due to the height of the nearby buildings. The covered walkway between the two main buildings provides some shelter from rain and sun.

**PEDESTRIAN & VEHICLE CIRCULATION**

The two most commonly used pedestrian entrances to the school are through the front gate on 12th Avenue and the pedestrian entrance on Funston Avenue. Secondary gates along both of those streets are also used, but to a lesser degree. A bicycle rack is located just inside the northern pedestrian gate along 12th Avenue.

The northern corridor, behind the main building, is heavily traveled in the mornings, after the morning assembly is dismissed from the playground, but is only lightly used during the day. The central corridor between the two main buildings is a very busy place all day, since it provides access to all of the classrooms, the cafeteria, the office, and the playground. It includes a complex network of wheelchair ramps, and three small courtyards that provide pockets of open space that would lend themselves well to becoming small gathering spaces. The elevated terrace and the playground also receive quite a lot of pedestrian use, after school and during school, respectively.

Cars deliver students to the school along 12th Avenue and Funston Avenue. School buses stop for students on 12th Avenue, south of the building’s main entrance. Delivery trucks generally park along 12th Avenue and then bring their goods into the school using hand carts, following the ramps to get to the main office, the cafeteria and other locations. Some deliveries may also occur through the vehicle entrance to the...
playground. Garbage and recycling trucks also use the playground’s Funston Avenue vehicle entrance. This entrance is also used by vehicles when the playground is used for special event parking.

There is an emergency vehicle right-of-way across the main playground in the shape of an “S” that stretches from the vehicle entrance on Funston Avenue to the main building. This right-of-way allows a fire truck to access the yard in the event of an emergency. The schoolyard must remain paved in this emergency vehicle right-of-way area. (See fire lane shown in the diagram below and in the Circulation Diagram in Appendix B. It is also included as a dashed line on the Concept Plan on page 17.)

**WATER SOURCES**

The school grounds currently have very limited access to water for irrigation. Our site walk team did not find any hosebibs in the areas on and near the playground. The terrace space also lacks a hosebib in the main space, although there are hosebibs in two new planters nearby. The third hosebib we found onsite is in a new planter in the central corridor, near the main entrance. Water access will need to be improved in the future if the school is to add the greenery that they desire. Please note: Our site walk team did not check the hose bibs that are marked on the Schoolyard Ecology map (Appendix B) to make sure they were operational. In addition, our site walk team noted that some of the new planters in the central corridor have drainage problems, and sometimes fill with water. The irrigation and drainage systems of the planters in the central corridor should be checked.

**OPPORTUNITIES & CONSTRAINTS**

During the site walk, the Green Schoolyard Committee identified some areas of opportunity and constraint onsite. The map below includes these zones, and the following text describes the main themes.
Constraints

For this planning process, we assumed that the existing play structure is a fixed component of the school site. We also noted that the mat underneath the play structure is larger than is required for its fall zone, so we considered the space within the required fall zone a constraint—and the space outside of the fall zone (on the mat) as a potential opportunity for change. The main school building, multipurpose building, and modular building were also assumed to be fixed. The fire lane was also considered an element that must stay paved and unobstructed, since its location was determined by the fire department.

Opportunities for greening

The school has many new concrete planters within the central and northern corridors that were planted with ornamental plants. Some of these plants appear to be doing well and others do not. Some of the planters appear to have trouble with drainage and/or irrigation, as noted above. Also, the plants do not relate to the curriculum in any way. For these reasons, we considered these existing spaces opportunities for enhancement and replanting.

The Green Schoolyard Committee also examined the sidewalk planting strips along Funston Avenue, with an eye toward finding a way to include this space in the schoolyard. The northern-most section of the sidewalk planting zone (north of the stairway) is substantially elevated above the level of the sidewalk, but is also below the level of the nearby play structure, so it did not seem feasible to change the hardscape configuration in that area. However, we noted that the plants that are currently in that bed could be enhanced in some way.

The larger sidewalk planting strip between the stairway and the vehicle entrance on Funston Avenue (shown right) is much closer to the level of both the sidewalk and the playground. A concrete curb along the sidewalk edge helps to raise the level of the earth within it, and keeps the soil at a level that is very similar to the playground. For these reasons, we felt that the school community should consider whether it would be feasible and useful to move the existing perimeter fence to the sidewalk edge—and capture the existing unpaved planting space to enlarge the playground, so it could be enjoyed during recess.

There are also areas of the school grounds that are currently paved that we considered for greening. There is an opportunity to create a vertical garden along the north wall of the northern corridor, and to add artwork in that space. The paved terrace was also considered a potential place to create a multi-use outdoor classroom with seating and in-ground trees and plantings. Some additional small spaces between the modular building and the nearby ramps were also considered as potential places to create small “quiet zones” to be enjoyed far from ball games.

Opportunities to enhance multipurpose spaces

There were also many ideas for this schoolyard that went beyond greenery to include other changes in the way the school grounds function. The school community would like to balance active play with other types of learning and play opportunities, and to add places for outdoor learning, quiet reflection, and beauty. Since the majority of the playground is currently used for active play, this meant that we needed to evaluate the schoolyard to find the areas that are best suited to ball games, so that those spaces can remain paved for
physical education and related sports play, allowing other spaces to be developed in a different manner. One example that was considered was reducing the full basketball court to a half court to allow space for other activities. The school community also considered adding a series of “outdoor rooms” around the perimeter of the playground to allow for some “nature play” space and social seating, while accommodating ball play and the needs of the PE program nearby.

The central corridor’s three small courtyards (example shown, top right) were considered opportunities to create more inviting seating pockets and social spaces for children and adults. The corridors along the front of the school on 12th Avenue (shown, bottom right) were also considered opportunities to enhance the building’s façade and sense of welcome using artwork.

CHILDREN’S FAVORITE & LEAST FAVORITE PLACES

In October 2010, Bay Tree Design developed a mapping activity to solicit children’s feedback about the current configuration of the schoolyard. Faculty members on the green schoolyard committee, including Richard Illig and Laurette Lau, implemented this outreach effort by interviewing second and third grade students from rooms 9, 10, and 12. Together they collected information from approximately 60 students.

To complete this activity, the teachers asked each student to identify their favorite and least favorite outdoor places at school. Each child’s answer was recorded anonymously using a single green dot for their favorite place and a single red dot for their least favorite place. The reasons for these likes and dislikes were also recorded on some of these maps, as brief phrases. Copies of the maps produced during this exercise are included in Appendix D: Children’s Favorite & Least Favorite Places.

Most of the children’s feedback was concentrated on the playground, and just a few children chose to comment on the raised terrace outside the cafeteria. There were no children’s comments gathered about the remainder of the site.

Feedback about the play structure

Many children commented on the play structure, and it received votes as both a favorite and a least favorite place. Room 9’s students (second and third graders) would like to see more monkey bars and swings provided. Room 12’s children echoed those sentiments and also would like larger, more challenging play equipment provided for the older kids, along with a large curly slide, and more nearby shade trees.
Feedback about ball game spaces

Four square is a popular activity at Sutro School, and most of the feedback about four square courts was positive. Some children expressed concern about conflict between the tetherball court near Funston Avenue and other nearby games. Room 9 expressed a strong dislike of the basketball court, and second grade children commented that they did not feel safe near the flying balls in that area.

Children also expressed great dislike for the trash storage area near the PE storage container, since the bins are stored next to the area where the children wait their turn to play kickball. The map from Room 10 described this area as a “smelly dumpster, cold, dank, scary place.” After hearing this from the children, the teachers commented that they would now plan to allow the students to stand elsewhere while they wait their turn to play! We also discussed the idea of moving the bins to another location, if possible.

Feedback about the upper terrace

The upper terrace space, used mainly for the after school program, received mixed comments, with some children selecting it as their favorite spot and a few others saying it is their least favorite place.

PARTICIPATORY DESIGN WORKSHOP

A group of twelve PTA volunteers and school staff members, including Principal Poon, met in November 2010 to participate in a design workshop organized by Sharon Danks of Bay Tree Design, inc. During the workshop, participants split into two groups to create draft designs for their school grounds, combining the ideas generated during the project’s kick-off discussions with the site analysis research and children’s feedback.

Teachers & PTA members collaborated in two groups to express their vision for the future green schoolyard at Sutro School. When each group had completed its drawing, a representative from each presented their ideas.
GROUP A: SCHOOLYARD DESIGN IDEAS

Front entrance along 12th Avenue

As shown above, Group A’s design recommends improving the curb appeal and welcoming nature of the front entrance by adding artwork along the building facades and welcome signs in multiple languages along the fence.

Central Corridor

Group A’s plan turns the two widest points along the central corridor into gathering spaces and social areas. The middle “node” along the corridor is illustrated with a new curved bench and planter. The west node includes a larger outdoor classroom space with a large curved bench, a terraced garden bed, and two benches arranged in the opposite corner. These benches and planters are outside of the main pedestrian path, and are drawn with foot traffic in mind.

Rooftop amenities for the multipurpose building

Since the rooftop of the multipurpose building is visible from the main building’s outdoor hallways/balconies, Group A would like to add solar and wind power equipment to the roof where it can be observed from afar. These renewable energy systems would then have an interpretive display at ground level, so the children can monitor their output. They would also like to see artwork added to the roof, to enjoy from the nearby balconies of the main building.
Terrace next to the multipurpose building

Group A’s plan envisions the terrace next to the multipurpose building as a green space for gardening and gathering, surrounded by plants and dappled shade. A tiered amphitheater is drawn in the southeast corner, with a retractable awning overhead. Planters line the perimeter of the terrace, leaving the central portion open and paved as multiuse space. A sink and counter space are included next to the building wall, where they will be convenient to use with garden classes. Group A would also like to see a vertical garden along the edge of the adjacent ramp.

Playground areas near the modular building

The modular building sits at the south side of the playground, with a small pocket of space to the east, dominated by ramps. In this small pocket of space, Group A would like to add benches for seating and portable ping pong tables of various sizes. They would like to use the rooftop of the modular building to harvest rainwater, which would then be stored in cisterns located in the tight corridor behind the building. They envision a semi-circle shaped garden bed and children’s digging zone in front of the modular building, and would eliminate the four square court that is adjacent to this garden bed. To the left of the building, they would like to surround the garbage dumpster and bins with an attractive fence to keep them out of sight.

Central playground

In the central portion of the playground, Group A would like to add new striping for a four square court, within the lines that are currently painted for the volleyball court. (This is an existing use, but it is not striped.) They would also like to modify their playground striping to add circles for “Japanese hopscotch” (see photo on page 21) and a painted labyrinth. Along the fence, the plan calls for a large “digging area” for children to play in the soil and examine the natural world. They would like to create the digging space by moving a portion of the perimeter fence out to the edge of the sidewalk. (If that is cost prohibitive, then they suggest making a door through this portion of the fence, and adding a new fenced-in space for this sidewalk bed, so children can use it during recess.

Playground areas near the play structure

Some of the existing rubber safety surface around the play structure exceeds what is required for the fall zone for this equipment. Group A would like to rethink this extra space, and add additional uses. One item they’d like to see is a “tree house” (elevated playhouse) in the northeast corner. Nearby, they’d like to create an extensive, in-ground green space for imaginative play and nature play. A pathway winds through this space and connects the existing ramp with the play structure and playground. Group A would also like to add a series of basketball hoops near the building wall. The design also indicates that a protective net might be used to keep the balls in one part of the yard. They would like to add educational features to this space, including some scales for teaching about weight and painted measurement lines on the walls (feet and meters). They also see one of the building walls as an ideal place to add a mural that gives the schoolyard a sense of place.

Northern outdoor hallway

The plan shows additional artwork along the perimeter wall of the northern outdoor hallway, and suggests replacing the planting in the existing planter beds.
GROUP B: SCHOOLYARD DESIGN IDEAS

Front entrance along 12th Avenue

Group B would like to improve the curb appeal of the front entrance area by planting street trees along 12th Avenue’s sidewalk in front of the school.

Central Corridor

Group B recommends enlivening the central corridor with murals in three places along the path. Like Group A, this drawing also includes a substantial outdoor seating area with plantings, created in one of the widest points in the path. However, Group B has chosen the central “node” as the location for the larger group seating space. As shown in their drawing, the seating area would be composed of two parts so that foot traffic can pass through the seating circle when needed. In addition to this space, Group B would like to see a large, rounded planting bed in the west node within this corridor with a small tree.

Terrace next to the multipurpose building

The design for the terrace includes a corner amphitheater with tiered seating, covered by a shade structure with slats. The drawing suggests adding heat lamps if the space is cool in the winter. Chessboards are shown on the amphitheater’s lowest levels, so children can play games in those areas at recess and after school. Nearby, the terrace includes several in-ground garden spaces to be used for edible and ornamental plantings.
Northern outdoor hallway

The plan includes a new mural along the back wall of the northern outdoor hallway. Nearby, where the ramp into this space begins, Group B would like to see the storage shed currently placed in this area relocated to a space near the playground’s vehicle entrance. In its place, they would like to add a ping pong table for recess use.

Playground areas near the modular building

Near the modular building at the south side of the playground, Group B would like to add rainwater harvesting equipment to collect stormwater that runs off the modular building’s rooftop. They would also like to add a garden in the “ramp cul-de-sac” next to the modular building, and place garden plantings in front of the building. The garbage storage area is shown in the drawing in a new location, closer to the perimeter fence (away from the area the children line up to play kickball).

Central playground

In the central portion of the playground, Group B would like to move the perimeter fence along Funston Avenue outward, to the edge of the sidewalk, to increase the size of the yard and include the street trees as part of the playground. They would also like to remove some of the existing ball play striping and create a set of basketball courts that are rotated 90 degrees from their current position. This new basketball area would have hoops set at a variety of heights and would all be half courts. In addition, they would add some mobile PE equipment that the school would bring out when needed, without painted striping.

Playground areas near the play structure

In the spaces near the play structure that are beyond the required fall zones, Group B would like to add elements for imaginative play such as “cubicle” forts. East of the play structure, they’d like to add an area for calm play that includes covered spaces with shade and pong pong.

CONCEPT PLAN

After the design workshop, Bay Tree Design reviewed the school community’s ideas and combined them to create the first draft of the Concept Plan. This plan was subsequently reviewed and refined by the Sutro Green Schoolyard Committee, Principal Poon, SFUSD Green Schoolyard Program staff, and Bay Tree Design. The resulting Concept Plan, approved by the school community in March 2011, represents the culmination of the school community’s work to date.

The plan expresses the Sutro School community’s collective vision for the school grounds, depicts their consensus about the direction their green schoolyard project should take, and illustrates the general spatial layout and programmatic goals and activities they desire in the schoolyard. The plan and this written description are intended to guide the future development of this area’s ecology, outdoor classrooms, and play spaces for the 2006 Proposition A Bond process and any additional, future work the school envisions for their site (to do on their own) over the next 5-10 years.

The description below summarizes the main ideas in the Concept Plan and is intended to accompany the drawing dated March 8, 2011.
KEY DESIGN CONCEPTS & GOALS

The design ideas in this plan follow a central set of concepts and goals that were developed through discussions with the principal, teachers, staff, PTA and community members over the course of the year.

**Overall concepts:** As noted in the school’s mission statement, “The purpose of the Sutro Green Schoolyard Project is to create and sustain an inclusive and engaging environment that supports and extends classroom experiences.” To that end, the concept plan infuses new instructional spaces into the existing design of the school grounds, and creates ecology- and curriculum-oriented focal points throughout site. The ideas of re-connecting children with the local, natural environment and demonstrating environmentally friendly building materials and practices are included throughout the design. The project also seeks to foster cooperative play, create flexible multi-use spaces, and promote beauty onsite by softening the environment. The plan proposes moving the exterior fence along Funston Avenue from its present location to the edge of the sidewalk to expand the size of the small playground, and allow children to make use of that unpaved space during recess.

**Comfort:** The new design will make the schoolyard a more comfortable place by providing shade, adding seating, and adding an imaginative play area where children and adults can relax comfortably and play creatively, without getting hit by balls. Shade is particularly important to this school since so many of the trees they used to have onsite were removed as part of the recent school modernization work. The modernization project also left the school with benches arranged at the perimeter of the yard in a pattern that does not foster social interaction. Many seating arrangements in the new plan allow students to face one another while seated, so they can interact at recess and during outdoor lessons in small and large groups.

**Ecology:** The new design is intended to bring greater habitat diversity to the school grounds and attract local beneficial wildlife such as birds, butterflies, and other pollinators. The new plantings and trees will include some California native plants and will emphasize seasonal change and drought tolerance. The new, large teaching garden on the terrace, with edible plants and fruit trees, will also produce crops during the school year, providing small quantities of healthy fruits and vegetables for the students to sample. All of the plantings will be rich teaching resources. The design also includes a rainwater cistern that will collect rainwater from the modular building’s roof to help teach students about conserving water. Planted areas of all parts of the plan will also be irrigated efficiently using a drip system. Removing asphalt from small portions of the school grounds, and adding shade trees, will also reduce the urban heat-island effect on the playground on sunny days (cooling the air), and will allow more stormwater to soak into the ground. The plan calls for solar panels on the roof of the multi-purpose building to help provide some of the energy the school uses. An energy-producing stationary bicycle or rowing machine may also be added to produce energy, if possible.

**Education:** The upper areas of the school grounds, in the school’s central outdoor corridor and terrace, will become vibrant, outdoor learning spaces with curriculum-tied features intended to provide teachers with additional hands-on resources to enhance the coursework they are already teaching, and places to sit while conducting class outside. The playground will house other educational features such as the rainwater cistern mentioned above, measuring tools, art studio space, and wildlife-oriented plantings. Many of these features will also be informal educational tools that children can explore during recess. All of these spaces will broaden the urban children’s physical experiences as well, as they explore the natural materials found in these new environments (e.g. smooth boulders, mulch and other wooden items with interesting textures, plants in many colors, etc.)

**Recreation/Play:** The plan includes areas devoted to active play, exploration and imaginative adventures in addition to the play structures and ball play areas that are already present. The idea is to
increase the diversity of play activities offered to the children so that they will have more choices at recess, while still fulfilling the needs of physical education classes. In response to the children’s feedback about the current placement of the kickball area (too close to the fragrant trash bins), the plan shows the striping for the kickball game farther north, in the center of the yard. Playhouses and other creative play features have been added to the underutilized areas on the play structure’s safety matting (outside the required fall zone), and the nature play zone includes “loose parts” made from natural materials, to foster imaginative play.

Community Stewardship: The schoolyard improvements will require some maintenance and at the same time provide the Sutro School community with an opportunity to personalize their space. The PTA and the Sutro Green Schoolyard Committee plan to be active stewards of the grounds and will help to hold work parties several times a year in the coming years to engage families in ongoing stewardship tasks. Students and their teachers may also be involved in caring for the grounds in some way during school hours.

GREEN SCHOOLYARD DESIGN

The text below follows the Concept Plan clockwise, beginning with the northeast corner along 12th Avenue. Please see the attached Concept Plan, dated March 8, 2011, on page 17.

Welcoming façade along 12th Avenue

The school’s front entrance is currently framed by tall metal fences, painted bright orange, which stand in front of the school’s brown buildings. The school community feels that the entrance is not as inviting as it could be, so the green schoolyard plan calls for enlivening the entrance area with welcoming signage, wall- and fence-mounted artwork, and plantings in narrow beds.

The plan proposes that the school community collaborate with a local artist to design a colorful mural or tile mosaic to adorn the length of the building façade, along the horizontal “white band” near the top of the building wall, facing the street. If desired, transparent artwork or widely spaced art panels, could be placed on the fence, to bring the artwork closer to the street and down to a level that children can enjoy more directly. This would also serve to soften the look of the fence, which currently dominates the school’s façade. The front corridor between the fence and the building, near the southeast corner of the site on 12th Avenue is wider than the northern portion, and may be able to accommodate narrow planters in some areas. Such planters could be planted with bamboo or other plants with small soil needs and a vertical growth habit.

Central Corridor

A central corridor (outdoor hallway), oriented east-west, extends from the front entrance on 12th Avenue to the playground and is a heavily used pedestrian path of travel at the school. Along the way, it provides access to the main office, the classroom building, and the multipurpose building. The pathway is divided into a somewhat complex arrangement of wheelchair accessible ramps and stairways, and includes three small “nodes” within this corridor where the pathway widens. The edges of the path and nodes include plantings in small concrete planters in some places.

The plan calls for the addition of several comfortable, small-group seating areas in the nodes along the central corridor, arranged in a manner that encourages social interaction. These spaces may then be used as outdoor classrooms for small group work, or by parents or children waiting for pick up after school. The plan also shows new planting spaces around the edges of the seating spaces, so that the seating nestles into colorful, leafy areas. As shown in the drawing, these seating and planting areas would be designed so that foot traffic can easily pass through.
The walls of the buildings that line the central corridor also present opportunities for tile mosaic murals and other artwork, if more color is desired. The teachers expressed interest in murals that show measurements—and the main, horizontal measurement murals are included in part of the playground striping design, mentioned below. The walls and vertical metalwork along this corridor also present opportunities for vertical murals that would allow children to measure their own height or the height of the building.

**Renewable energy**

The multipurpose building has a wide, relatively flat roof that is visible from the adjacent main classroom building. The school community would like to add grid-tied, photovoltaic (solar) panels to the roof, to produce a portion of the energy used by the school. The solar array would be visible from the elevated, outdoor hallways of the adjacent building, so it would be feasible to use these panels as a teaching tool for students. An electronic interpretive display with real-time energy-production data from the solar panels could be installed at ground level near the multipurpose building to add to their educational value. This data could also be viewed by the school using a website-based interpretive display, as PG&E has done with some of its existing 1 kW photovoltaic installations within SFUSD.

The teachers at Sutro School would also like to install additional tools and equipment to teach about renewable energy in a more hands-on manner. They envision a rowing machine and a stationary bicycle that are either grid-tied or are used to power an educational display of some type, positioned in the schoolyard. (These ideas are noted in the Concept Plan’s text but are not shown in the drawing, and require further research and development.)

**Terrace next to the multipurpose building**

An elevated, paved terrace lies to the west of the multipurpose building. Prior to the school’s recent renovation, this space held a number of trees that provided dappled shade and leafy greenery. The school community would like to transform this space to restore a comfortable, vegetated setting that provides space for gardening, cooking and outdoor gatherings of various sizes.

To this end, the design for the terrace includes an amphitheater in the southeast corner with tiered seating, sheltered by a shade canopy. (This elevated seating area is shown against the building, rather than near the western side of the terrace, since there is a significant grade change from the terrace to the ramp below and it appeared that a raised amphitheater near the edge would be likely to require an elaborate railing to prevent injuries.) The south end of the terrace would also accommodate a storage shed for garden tools and outdoor classroom equipment. The plan also shows a mural along the south wall of the terrace to further enliven this space.

Near the amphitheater and shed, picnic tables provide more space for classes to meet and small groups to work. During recess and after school, children will also be able to use the game boards embedded in the tops of the picnic tables. An outdoor kitchen with counter top space and a sink is located on the eastern edge of the terrace, along the building wall. If a heat source is desired for outdoor cooking, the school could consider using a portable barbeque (away from the building walls) or small portable camping stove (on the picnic tables), as is done at many other local schools, if permitted by the SFUSD fire code.

At the north end of the terrace are three separate planting spaces intended to be used together as the school’s teaching garden. One of the three spaces is an existing planter with a small tree. The plan shows this space with an expanded garden footprint that would require removal of additional concrete. Another large, new planting space would also be created by removing concrete or by assembling a collection of large, above-ground planters. The third space is an existing planter that is set within the winding path of the wheelchair ramp. The school envisions these spaces planted with a small number of dwarf fruit trees, herbs, flowers, vegetables, berries, and other edibles.
The outdoor classroom space on the terrace is intended for use as a teaching garden and as a place to study the weather. A line of colorful wind socks is shown in the plan, mounted on tall poles along the retaining wall between the upper level of the terrace/corridor and the ramp that leads to the playground. These windsocks would be visible from the school’s main entrance and from the playground, adding visual appeal and telling the children about the direction and strength of the wind. Additional weather monitoring equipment would also be installed throughout the garden terrace and central corridor and could include a thermometer, barometer, rain gauge and other devices.

**Playground areas near the modular building**

The areas near the modular building at the south side of the playground include several small spaces that could be reconfigured. On the west side of the modular building, the plan shows the PE storage container and the trash bins located in the same positions that they currently use. The children’s kickball game has been moved away from the trash area due to the children’s feedback about the unpleasant odors in that zone. A four square court is now shown in that area, farther away from the bins than the previous kickball striping.

The design also includes a rainwater cistern at the northwest corner of the modular building, to collect stormwater that runs off the roof. Stored rainwater would later be used to water nearby plantings. The modular building’s rooftop appears to be metal, and will likely produce runoff with good water quality, but should be examined more closely before implementation.

The front of the modular building includes an elevated ramp with a railing. The ramp railings can be hung with outdoor chalkboards or wall-mounted easels that could be used from the playground and adjacent “ramp cul-de-sac” area (quiet space between the ramps) during recess or class time, as an outdoor art studio for drawing, painting, and “water painting” activities. Nearby, at the edge of the “ramp cul-de-sac” space, the design also includes a large game board painted on the asphalt to be used with large game pieces at recess.

**Fire lane**

The schoolyard plan shows the outlines of the required fire lane, used in case of emergency by fire trucks and other vehicles. This lane must be kept unobstructed, so the only features shown in the schoolyard design that intersect this lane are game lines, painted on the asphalt.

**Central playground**

The central portion of the playground is devoted to ball games and other types of active play. In addition to a new location for the kickball field, the central portion of the playground includes striping for several four square courts, one of which is superimposed on a set of concentric circles. Another of the four square courts is superimposed on volleyball court play lines in a configuration that the school now uses. (The existing lines were added by the school, on their own, using lines of tape to augment the painted lines added by the school district.) This existing configuration also includes a pole that acts both as a volleyball net post and as a pole for a game of tetherball. In all cases, where game lines and purposes overlap, only one set of activities occurs at a given time.

In addition to striping for sports games, the plan includes a “hopscotch path” inspired by a design used in Japanese playgrounds (shown right). The path is composed of painted circles and encourages children to hop and jump as they play and circle the playground.
The north end of the playground includes the existing basketball court, in its current configuration. The school would like to add two, long, narrow, painted murals to the ground along each side of the basketball court that would act as curriculum-tied measuring tools. One side would show length measurements in feet, and the other would show a similar distance, measured in meters. Nearby, the existing tetherball court would shift to a new location and replace an existing half-basketball court. A new painted labyrinth would be added to the asphalt, for added interest and exercise. The teachers would also like to purchase portable ping pong tables that could be brought onto the yard to add diversity to their game play choices, and stored in the PE container when not in use.

The plan includes new wall murals, added to the main building near the basketball court.

**Nature play area**

The overall size of the playground at Sutro School is quite small so the school community would like to consider enlarging it by a modest amount by moving a portion of the perimeter fence along Funston Avenue outward, to the edge of the sidewalk, in the area between the northern pedestrian entrance and the vehicle gate. This would increase the size of the yard and include the street trees and their surrounding unpaved space as part of the playground, making it available to the children at recess.

The design calls for the creation of a nature play zone for unstructured imaginative play and nature exploration, on the west side of the playground, making good use of the expanded schoolyard footprint, open ground, and trees. After moving the fence to the sidewalk edge, the creation of this space would also require removing some of the asphalt to create a park-like “nature play” area for active and creative play. This space would include a curving, wheelchair accessible pathway as the main artery, and other winding secondary pathways made of log rounds, cobblestones, or other similar materials. A raised seat wall divides the nature play zone from the playground and helps to keep the mulch inside the boundary, and deter some of the playground balls from entering. (Rolling balls will be stopped—flying balls will not.) It will also provide a substantial amount of seating for the yard.

The interior of the nature play zone will include focal points such as:

- a pollinator garden at the south end with native plants representative of this part of San Francisco selected to attract butterflies, hummingbirds, and other pollinators.
- a digging bed where children can explore the soil and look for insects (an appropriate place for digging in the soil, rather than the edible garden on the terrace that will contain delicate plantings)
- a “nibbling garden” with raspberry bushes, sorrel, and other edible plants that children can watch grow and then pick and eat on their own at recess
- boulders to examine and sit on, selected for their interesting shapes, forms, colors, and relevance to the school’s geology lessons (e.g. examples of local rock types; examples of igneous, metamorphic, and sedimentary rocks)
- logs to sit on and log rounds to walk on as a pathway
- trees, shrubs, and other plants selected for the “loose parts” play materials they produce, such as pinecones, acorns, flowers, etc. These materials often become key features of imaginative games that children make up on their own.
Imaginative play zones near the play structure

The existing play structure stands alone on the playground, surrounded by a wide rubber mat that is substantially larger than the required fall zone in several areas, as shown in the photograph to the right. The design for the schoolyard proposes to make better use of these extra spaces by adding creative play areas in the “ball free zones” behind the play structure. This will allow children to engage in imaginative play without worrying that they will be hit by balls. New additions to the north side of the rubber mat include a “play house village” composed of two, open-sided play houses, and a curved bench that encourages conversation by allowing children to face one another while seated. The play houses that are added could both be at ground level, simply placed on the mat, or one in the northwest corner could be slightly elevated to vary the play value of the environment.

At the south side of the rubber mat, the plan shows two new trees in new, in-ground tree wells. The placement of the eastern tree requires the removal of some of the excess rubber mat in that location, and moving the wheelchair accessible entrance slightly to the west. This space also includes a wheelchair accessible hexagonal picnic table, under the shade of the tree, on the rubber mat. The table, placed outside the required fall zone area, could be used at recess as a game table or as a place for other social gatherings.

To the west of the play structure is an elevated planting bed that would remain outside the school’s perimeter fence. This planting bed is above a retaining wall, substantially raised above sidewalk level. Students will not be able to access this bed, but the plan calls for the addition of more native plants so that the planting space will have habitat value. It will also be visually accessible to the children on the other side of the fence, as they play near the play structure.

Northern outdoor hallway

A long, narrow outdoor hallway extends the length of the classroom building to its north. This space is dominated by extensive wheelchair ramps that wind back and forth and two tall staircase that provide access to each floor.

The plan includes a vibrant, new mural along the northern wall and slip-resistant murals on to ground (on the ramps) to enliven this narrow space with color and visual interest. The school would also like to replace the plantings that are in an existing narrow planter in this area (shown in the photograph to the right), with bamboo or tall flowering shrubs to soften the hard edges of this corridor and add a leafy, green, vertical presence.
The Concept Plan for Sutro School includes ideas that are larger than the 2006 Proposition A Bond process, and are intended to be accomplished in the years to come. The school community has identified the projects within this plan that they would like to implement with the $150,000 funding from the bond. They have divided their plan into a prioritized list as described below, to accomplish their goals as the bond funds allow. They will try to raise additional funds, and in-kind donations of services and materials, to complete the later phases of the project, with the help of volunteers from the school and local community.

Principal Poon and the Green Schoolyard Committee would like to focus their Prop A Bond green schoolyard funds on the infrastructure needed to create the green schoolyard, such as asphalt removal, irrigation and drainage systems, ADA compliant pathways, etc. The school community—in partnership with the PTA and local organizations—would like to implement some of the smaller elements on their own (i.e. plantings, artwork, etc.), following the advice of their landscape architect, to help extend their funding as far as possible.

Please note: For Phase One (Prop A Bond) projects, the work by the school community will be accomplished after the professional contractor(s) have completed their work and SFUSD has approved their installations.

PHASE ONE

Projects to implement with 2006 Proposition A Bond green schoolyard funding as costs allow, with the help of a landscape architect and contractor. The list below is in order of priority, taking the entire Concept Plan into consideration:

A. The school’s highest priority for the use of their bond funds is to develop the infrastructure for their teaching garden and amphitheater on the terrace, so that it is wheelchair accessible and includes these key features:
   i. A new, tiered amphitheater to seat at least two classes (more if space allows), protected from the sun by a shade canopy
   ii. A new garden shed, to store supplies
   iii. Two, large, in-ground planting beds for edible crops, with a wheelchair accessible pathway between them and high quality soil suitable for edible crops
   iv. An outdoor kitchen space with counter top and sink
   v. Picnic tables with game board tops and removable umbrellas
   vi. Water supply and/or irrigation to each major planting area to support plant growth

B. The school’s next priority is to add the “play house village” and social seating/gathering areas to the zone near the play structure. This would include the following items:
   i. Two, open-sided play houses (one at ground level, one may be slightly elevated)
   ii. Two benches and a picnic table
   iii. Two new trees placed in in-ground tree wells
   iv. Portions of existing rubber safety surface removed to accommodate trees
   v. One accessible entrance to rubber safety surface slightly reconfigured

C. Sutro School’s third priority is to develop the central corridor between the main building and the multi-purpose building to include additional “social seating” pockets (with benches arranged to encourage interaction and conversation) and plantings. These areas would include:
i. Two new areas with clustered seating for a small group (6-10 children)
ii. New plantings near new seating
iii. Repair drainage problems with some of the existing planters in this corridor
iv. Consider reconfiguring existing benches at northwest end of corridor

D. The school’s fourth priority is to create the “nature play” zone shown in the plan on the west side of the playground. This would include:

i. Move the perimeter fence along Funston Avenue to the edge of the sidewalk between the northern pedestrian entrance and the vehicle entrance so that children will have access to the planting strip as part of their playground
ii. Remove additional asphalt adjacent to the planting strip along Funston to create a wider playground zone with a soft surface for nature play and plantings
iii. Build a seat wall along edge of nature play zone to keep mulch in and provide seating (A picket fence may also be an option for creating an edge and containing mulch.)
iv. Add boulders, logs, and log rounds
v. Add native shrubs to create a pollinator garden and edible shrubs and plants to create a “nibbling garden”
vi. Leave some open space to allow for a “digging bed” (an open area with high quality soil)

PHASE TWO

This phase of the green schoolyard process includes projects that the school community plans to implement on their own in the coming years. Such projects would be implemented after the bond funds have been spent, using money raised by the school community—or using bond funds (and volunteer labor) if they still remain after the items above have been implemented. These projects may be implemented by the school community one per semester or year, or as funding and volunteer assistance allow. These projects are likely to occur within the next 5-10 years and could include:

E. Projects from the list above that were not completed during Phase One
F. Other projects shown on the Concept Plan or developed by the community in the coming years

NEXT STEPS

Now that the Sutro School community has a completed Concept Plan, it is time to move on to the next phase of the implementation process. Principal Poon and the Sutro Green Schoolyard Committee will work with Lori Shelton and Tamar Barlev (SFUSD Green Schoolyard Program) to write a RFP for Phase One of their green schoolyard project, listing the items the school plans to implement with their bond funds in order of priority. The Green Schoolyard Committee and principal will help to interview and select their landscape architect. Later, they will work with this person to create a more detailed, schematic plan for the project area and construction drawings for the portions of that plan that will be built by a professional contractor.

While working with the landscape architect, the school community will have an opportunity to decide which components they wish to undertake themselves (e.g. building planters, creating artwork, planting vegetation, etc.), and which components will need to be built by a professional contractor. When the landscape architect has completed his/her construction drawings and they have been approved by SFUSD, they will go out for bid to professional contractors. Once hired, the contractor will construct their portion of the project first, and the landscape architect will supervise their work. When they are finished and their work has been accepted by SFUSD, the school community will add their own plantings and other smaller features, as desired.
SUTRO ELEMENTARY SCHOOL
GOALS AND IDEAS FOR THE GREEN SCHOOLYARD

The ideas below were generated by the Sutro Elementary School community as they participated in green schoolyard project kick-off meetings led by Bay Tree Design, inc.. The faculty kick-off meeting on September 27, 2010 was attended by 14 teachers and Principal Andrew Poon. Environmental Planner Sharon Danks (Principal, Bay Tree Design, inc.) led the meeting with SFUSD’s Green Schoolyard Project Manager, Lori Shelton and Assistant Project Manager Tamar Barlev. The PTA kick-off meeting on September 29, 2010 was attended by 15 members of the school community, including 12 parents, 2 teachers and Principal Poon, and was led by Sharon Danks and Tamar Barlev.

After viewing a green schoolyard slideshow presentation given by Sharon Danks, the assembled group at each meeting brainstormed their ideas. Participants in the second meeting added their ideas to the list already generated by the first meeting. When the brainstorming sessions were complete, the teachers and community members were each given eight stickers to vote for the items that were their highest priorities. The ideas generated during these meetings are listed below by theme, and in ranked order according to the total number of “votes” each item received. This voting process was intended to help determine the school community’s initial priorities. (The teachers and principal who attended both meetings only voted once.) Votes from the community meeting are indicated in black text. Votes from the faculty meeting appear in blue.

**LEARNING: Educational Goals and Curriculum Connections to the Schoolyard**

- Food garden (8) (4)
- Outdoor classroom space of some type, such as a terraced amphitheater or other large seating area(s) (4) (7)
- Weather station (1) (2)
- Measurement tools on pavement and walls (e.g. number of feet embedded in playground design) (1) (2)
- Show seasonal change onsite (trees with colorful fall leaves, spring flowers, etc.) (2)
- Outdoor kitchen and sink (near food garden) (1) (4)
- Human sundial (1) (1)
- Chickens (2)
- Outdoor learning (in general) (2)
- Boulders and minerals to enhance the geology curriculum (1)
- Multi-lingual signs
- Fruit trees (apple, lemon, etc.)
- Fruit bushes to create a “nibbling garden” for kids to enjoy at recess
- Aquarium (for viewing/touch pool) – salt water
- Interpretive signage (i.e. look for wildlife)

**NATURE: Schoolyard Ecology**

- Rainwater harvesting (5) (6)
- Native plants and trees that grow well here (6) (1)
- A place to look for bugs / pollinator garden for butterflies/hummingbirds – connect to butterfly garden efforts in nearby wild areas (2) (4)
- Renewable energy project (solar, wind) with interpretive display (5) (1)
- Pond / water feature (2)
- Bird-oriented habitat garden (1)
- Fog catcher (1)
- Schoolyard ecology (in general) (1)
- Hanging plants
- Wildlife exploration

**PLAY: Schoolyard Recreation**

- Digging area (6) (1)
- Basketball hoops at different heights (5) (2)
- A “non-sports” play area for imaginative play (1) (4)
- Ping pong tables at different heights (2) (3)
- Painted games on the pavement such as Japanese-style hopscotch, pathways for active play, maze/labyrinth, etc. pathway (2) (3)
- Use vertical ramp walls for play without blocking ramp access (e.g. art play, painted designs on ramp surface, games, etc.) (2)
- Water play (swimming pool) (1)
- Play activities (in general) (1)
- Smaller tetherball courts
- Archeological dig play area (dig for “bones” in a schoolyard sandbox)
COMFORT: Schoolyard Comfort, Microclimates and Seating

- Small, semi-enclosed “social seating” areas designed to encourage conversation (5)
- Outdoor PA system (loud speaker) (4)
- Trellis shade structure (1) (2)
- Contemplative zone(s) (1) (2)
- Schoolyard comfort (in general) (1)
- Safety netting (to keep balls contained and out of the imaginative play areas) (1)
- Movable shade canopy (open when sunny, gone when foggy) (1)
- Shade for classroom near the office / front of the school (east side, where the tree used to be) (1)
- “slow gate” for special areas

BEAUTY: Improve Aesthetics and Enjoyment

- Camouflage the orange fence bars / make the school look less institutional / soften appearance with plants (natives) (5) (3)
- Artwork (murals, etc.) (2) (5)
- “Changing” wall installations on the back (north and east) walls (2)
- Use more curves and fewer angles in the design (1)
- Schoolyard beauty (in general) (1)

SCHOOLYARD CONFIGURATION: Ideas about the Use of Space

- “Go vertical” with design elements to save space (4)
- Use the back side of the building for table space, seating areas, and game tables (4)
- Create an interesting pathway through the garden (4)
- Use mounds to break up the schoolyard space and create green, terraced growing areas (2)
- Roof garden on cafeteria roof, if possible (2)
  (omitted; beyond the scope of this project)

PROJECT GOALS

The groups brainstormed an initial set of goals for their green schoolyard. These goals were refined as the project moved forward.

- Re-create a connection to the natural environment
- Separate playground zones so that some areas are free of balls
- Create flexible, multi-use spaces
- Use durable materials to create spaces that are also useful for special education students
- Use all areas of the yard efficiently, including small spaces
- Use recycled materials to build schoolyard elements
- Design the yard to reflect the natural history of this part of San Francisco
- Design the schoolyard as an oasis that buffers children from their urban surroundings
2006 PROPOSITION A BOND GREEN SCHOOLYARD PROJECT

SUMMARY – SUTRO SCHOOL’S DESIGN PRIORITIES

The summary list below reflects the results of parent and teacher input at our green schoolyard brainstorming sessions in September 2010. Each of the participants at these meetings received 8 votes to split among the list of choices brainstormed at the meetings. Below are the ideas in ranked order. Votes from the community meeting are listed in black (#); votes from the faculty meeting appear in blue (#).

At the design workshop, participants were asked to place ALL of the items that received at least 3 votes (contained in the red box), into their draft design for the schoolyard. They were also given the choice to include any of the other ideas below, and to add new ideas that they thought of during the workshop.

**School Community’s Highest Priorities**

<table>
<thead>
<tr>
<th>Votes</th>
<th>Idea Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 votes</td>
<td>Food garden (8) (4)</td>
</tr>
<tr>
<td>11 votes</td>
<td>Rainwater harvesting (5) (6)</td>
</tr>
<tr>
<td>11 votes</td>
<td>Outdoor classroom space of some type, such as a terraced amphitheater or other large seating area(s) (4) (7)</td>
</tr>
<tr>
<td>8 votes</td>
<td>Camouflage the orange fence bars / make the school look less institutional / soften appearance with plants (natives) (5) (3)</td>
</tr>
<tr>
<td>7 votes</td>
<td>Native plants and trees (6) (1)</td>
</tr>
<tr>
<td>7 votes</td>
<td>Digging area (6) (1)</td>
</tr>
<tr>
<td>7 votes</td>
<td>Basketball hoops at different heights (5) (2)</td>
</tr>
<tr>
<td>7 votes</td>
<td>Artwork (murals, etc.) (2) (5)</td>
</tr>
<tr>
<td>6 votes</td>
<td>A place to look for bugs / pollinator garden for butterflies/hummingbirds – connect to butterfly garden efforts in nearby wild areas (2) (4)</td>
</tr>
<tr>
<td>6 votes</td>
<td>Renewable energy project (solar, wind) (5) (1)</td>
</tr>
<tr>
<td>5 votes</td>
<td>A “non-sports” play area for imaginative play (1) (4)</td>
</tr>
<tr>
<td>5 votes</td>
<td>Ping pong tables at different heights (2) (3)</td>
</tr>
<tr>
<td>5 votes</td>
<td>Painted games on the pavement such as Japanese-style hopscotch, pathways for active play, maze/labyrinth, etc. (2) (3)</td>
</tr>
<tr>
<td>5 votes</td>
<td>Small, semi-enclosed “social seating” areas designed to encourage conversation (5)</td>
</tr>
<tr>
<td>5 votes</td>
<td>Outdoor kitchen and sink (near food garden) (1) (4)</td>
</tr>
<tr>
<td>4 votes</td>
<td>Outdoor PA system (loud speaker) (4)</td>
</tr>
<tr>
<td>4 votes</td>
<td>“Go vertical” with design elements to save space (4)</td>
</tr>
<tr>
<td>4 votes</td>
<td>Use the back side of the building for table space, seating areas, and game tables (4)</td>
</tr>
<tr>
<td>4 votes</td>
<td>Create an interesting pathway through the garden (4)</td>
</tr>
<tr>
<td>3 votes</td>
<td>Weather station (1) (2)</td>
</tr>
<tr>
<td>3 votes</td>
<td>Measurement tools on pavement and walls (e.g. number of feet embedded in playground design) (1) (2)</td>
</tr>
<tr>
<td>3 votes</td>
<td>Trellis shade structure (1) (2)</td>
</tr>
<tr>
<td>3 votes</td>
<td>Contemplative zone(s) (1) (2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Votes</th>
<th>Idea Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 votes</td>
<td>Show seasonal change onsite (trees with colorful fall leaves, spring flowers, etc.) (2)</td>
</tr>
<tr>
<td>2 votes</td>
<td>Human sundial (1) (1)</td>
</tr>
<tr>
<td>2 votes</td>
<td>Chickens (2)</td>
</tr>
<tr>
<td>2 votes</td>
<td>Outdoor learning (in general) (2)</td>
</tr>
<tr>
<td>2 votes</td>
<td>Pond / water feature (2)</td>
</tr>
<tr>
<td>2 votes</td>
<td>“Changing” wall installations on the back (north and east) walls (2)</td>
</tr>
<tr>
<td>2 votes</td>
<td>Use mounds to break up the schoolyard space and create green, terraced growing areas (2)</td>
</tr>
<tr>
<td>2 votes</td>
<td>Use vertical ramp walls for play without blocking ramp access (e.g. art play, painted designs on ramp surface, games, etc.) (2)</td>
</tr>
<tr>
<td>1 vote</td>
<td>Bird-oriented habitat garden (1)</td>
</tr>
<tr>
<td>1 vote</td>
<td>Fog catcher (1)</td>
</tr>
<tr>
<td>1 vote</td>
<td>Water play (swimming pool) (1)</td>
</tr>
<tr>
<td>1 vote</td>
<td>Safety netting (to keep balls contained and out of the imaginative play areas) (1)</td>
</tr>
</tbody>
</table>
APPENDIX A

1 vote: Movable shade canopy (open when sunny, gone when foggy) (1)
1 vote: Shade for classroom near the office / front of the school (east side, where the tree used to be) (1)
1 vote: Boulders and minerals to enhance the geology curriculum (1)
1 vote: Use more curves and fewer angles in the design (1)
1 vote: Schoolyard ecology (in general) (1)
1 vote: Play activities (in general) (1)
1 vote: Schoolyard comfort (in general) (1)
1 vote: Schoolyard beauty (in general) (1)
0 votes: Multi-lingual signs
0 votes: Fruit trees (apple, lemon, etc.)
0 votes: Fruit bushes to create a “nibbling garden” for kids to enjoy at recess
0 votes: Aquarium (for viewing/touch pool) – salt water
0 votes: Interpretive signage (i.e. look for wildlife)
0 votes: Hanging plants
0 votes: Wildlife exploration
0 votes: Smaller tetherball courts
0 votes: Archeological dig play area (dig for “bones” in a schoolyard sandbox)
0 votes: “Slow gate” for special areas

Idea omitted (beyond the scope of this project):

9 votes: Create a roof garden on the cafeteria roof (2) (7)
SUTRO SCHOOL – SITE WALK MAPS

Maps by Bay Tree Design, inc.
APPENDIX B

SUTRO SCHOOL – SITE WALK MAPS

Appendix B: Page 2

Maps by Bay Tree Design, inc.
APPENDIX C

SUTRO SCHOOL – PHOTOGRAPHS OF THE SCHOOL GROUNDS
FALL 2010 & SPRING 2011

FRONT OF SCHOOL – ALONG 12TH AVENUE

12TH AVENUE ENTRANCES
APPENDIX C

SUTRO SCHOOL – PHOTOGRAPHS OF THE SCHOOL GROUNDS
FALL 2010 & SPRING 2011

CENTRAL CORRIDOR

TERRACE NEAR MULTIPURPOSE BUILDING

Photographs by Bay Tree Design, inc.
SUTRO SCHOOL – PHOTOGRAPHS OF THE SCHOOL GROUNDS
FALL 2010 & SPRING 2011

PLAYGROUND

NEAR THE MODULAR BUILDING
APPENDIX C

SUTRO SCHOOL – PHOTOGRAPHS OF THE SCHOOL GROUNDS
FALL 2010 & SPRING 2011

FUNSTON AVENUE

NORTHERN OUTDOOR HALLWAY
SUTRO SCHOOL – CHILDREN’S FAVORITE & LEAST FAVORITE PLACES

The diagrams below were used to record children’s feelings about the school grounds as part of a “favorite places” mapping exercise. Three classes (approximately 60 students) participated in this exercise which was developed by Bay Tree Design, inc. and implemented by their teachers. Each child’s favorite place on the school grounds is marked with a green dot and their least favorite place is marked with a red dot. Brief comments that explain these choices were also recorded anonymously on the maps.

MAP OF ROOM 12’S FEEDBACK (FRONT OF PAGE)

MAP OF ROOM 12’S FEEDBACK (BACK OF PAGE)
APPENDIX D

SUTRO SCHOOL – CHILDREN’S FAVORITE & LEAST FAVORITE PLACES

MAP OF ROOM 9’S FEEDBACK

The 2nd graders don’t feel safe.

The children would love more monkey bars and swings.

MAP OF ROOM 10’S FEEDBACK

Room 10
3rd graders
Mr. Illig
21 students
1 teacher

The.weather ball game interferes with.

Smelly dumpster
Cold, dark, scary place.
In August 2010, the Sutro School community began a participatory schoolyard design process as part of the SFUSD 2006 Proposition A Bond’s Green Schoolyard Program. The overall goal of this bond-funded project is to enrich the schoolyard with additional recreational, educational, and ecological features that will make it a more exciting, beautiful, interesting and comfortable environment for students and adults.

The 2006 Proposition A Bond program is contributing $150,000 to “green” Sutro Elementary’s school grounds. The concept design for this renovation was developed using a participatory design process that included Sutro Elementary’s administrator, teachers, family members, and students, and other members of the local community, assisted by Bay Tree Design, inc.

This initial planning phase, to be completed in Spring 2011, will result in a concept plan that is intended to guide the future development of the school’s gardening program, outdoor classroom spaces, and play areas. In the project’s next phase, a landscape architect selected by the school will complete the design details and construction documents for a portion of the plan. The project will be built by contractors, with the help of the school community.

The Sutro Green Schoolyard Committee invites you to join this exciting project!

OVERALL GOALS & OBJECTIVES

Goal #1: Re-connect to the natural environment
- Design yard to reflect natural history of the neighborhood
- Plant habitat areas for pollinators & insects
- Use native plants & trees
- Create a schoolyard oasis to buffer kids from the city

Goal #2: Foster like- & multi-age cooperative play
- Separate play zones to create some ball-free areas
- Include ball games (ping pong, basketball, etc.)
- Provide places for imaginative play & digging in the soil
- Include art play at recess ("water painting")

Goal #3: Create flexible, multi-use spaces
- Use all areas of the yard efficiently, including small ones
- Use durable materials to create spaces that are useful for special education students

Goal #4: Create outdoor educational opportunities
- Enrich language development & usage in all content areas
- Build a food garden
- Create an outdoor classroom
- Weave curricula into the schoolyard design (weather, measurement, renewable energy, geology, habitats, etc.)

Goal #5: Demonstrate environmentally-friendly practices & green building materials
- Use recycled materials to build schoolyard elements
- Harvest rainwater
- Create a renewable energy project

Goal #6: Promote beauty
- Create & install artwork
- Soften the orange fences

The purpose of the Sutro Green Schoolyard Project is to create and sustain an inclusive and engaging environment that supports and extends classroom experiences.
The Sutro School community began a participatory schoolyard design process in August 2010 as part of the SFUSD 2006 Proposition A Bond’s Green Schoolyard Program. The overall goal of the green schoolyard program is to enrich the school’s campus with additional recreational, educational, and ecological features that will make it a more exciting, beautiful, interesting and comfortable environment for students and adults.

1. PROJECT KICK-OFF

The Sutro Green Schoolyard Project began with meetings with school staff and family members to discuss the idea of enhancing the schoolyard. Environmental planner Sharon Danks of Bay Tree Design, inc. led these meetings in September 2010, and presented schoolyard ecology slideshows to open the conversation and brainstorming sessions. The school community used these meetings to articulate their goals for the schoolyard’s future development and created a list of initial project ideas to be incorporated into the yard.

2. SCHOOLYARD RESEARCH

In October 2010, the Green Schoolyard Committee worked with Bay Tree Design to examine the existing physical conditions and uses of the school site. Some issues discussed included: pedestrian and vehicle circulation, sun and shade, ecology, existing uses, and opportunities for improvement. The information from the site walk was mapped (example shown, left) so that it could be discussed in more detail at the design workshop. Students also contributed their ideas in the form of maps of their favorite places onsite.

3. DESIGN WORKSHOP

A group of interested school staff and family members met again in November 2010 to participate in a design workshop organized by Bay Tree Design. At the workshop, the participants worked in two groups to create site designs for the school grounds. Each group developed their concepts based on the earlier site research and the goals and design ideas that sprang from the kick-off meetings. The workshop concluded with each group presenting their ideas to one another.

4. CONCEPT PLAN

After the design workshop, Bay Tree Design reviewed the school community’s ideas and combined them to create a draft concept plan, which was reviewed by the principal, the Sutro Green Schoolyard Committee, teachers, families, and students. The completed concept plan (above) illustrates the school’s consensus about the green schoolyard’s general direction and design in the years to come, and describes the intended uses for each area. The school community will select a portion of this plan to implement with their bond funds, and will pick a landscape architect to help them develop that portion of the design in more detail.
This Agreement is dated for convenience XXXX XX, 2011, and is entered into between XXX LANDSCAPE ARCHITECTS (hereinafter "Consultant") and the San Francisco Unified School District (hereinafter "District").

RECITALS

WHEREAS, The Consultant has experience and expertise in landscape design services;
WHEREAS, The District desires that the Consultant render professional services to provide Green Schoolyard Program design for XXX school related to the passage of the District’s Proposition A 2006 Bond Program,
WHEREAS, Consultant represents itself able and, for a consideration, willing to perform the services required by the District;
NOW, THEREFORE, for and in consideration of the promises hereinafter contained, the parties agree as follows:

1. AVAILABILITY OF FUNDS AND BUDGET AND FISCAL PROVISION AND TERMINATION IN THE EVENT OF NON-APPROPRIATION
   a. This Agreement is subject to the budget and fiscal policies, regulations, and practices of the District.
   b. The amount of the District's obligation hereunder shall not at any time exceed the amount herein stated.
   c. The District has no obligation to renew this Agreement after expiration of its term. If funds are appropriated for a portion of a fiscal year, this Agreement will terminate, without penalty, at the end of the term for which funds are appropriated.
   d. This section controls against any and all other provisions of this Agreement.

2. TERM OF THE AGREEMENT
   The Agreement shall become effective beginning XXXX XX, 2011 and shall terminate on or before XXXX XX, 2013.

3. SERVICES CONSULTANT AGREES TO PERFORM The consultant will perform all services as described in its proposal dated XXXX XX, 2011 attached to this Agreement.
4. **COMPENSATION**

The Consultant shall be paid as per its proposal dated **XXXXX XX, 2011** attached to this Agreement, for services rendered. Requests for compensation shall be monthly, complete with a breakdown of charges and receipts as applicable. Payments shall be made in a reasonable time upon approval that services have been rendered in a professional and timely manner as set forth in Section 3 of this Agreement. The amount of money to be paid to the Consultant under this Agreement shall not exceed **XXXXX dollars (US $XXXXX.XX)**. If the scope of work described herein is increased, the Agreement amount may also be increased provided that there is a prior written modification to the Agreement and a Board Resolution authorizing said increases. It shall be the responsibility of the Consultant to ensure that the total approved amount of the Agreement is not exceeded. Any work performed in excess of said amount shall not be compensated.

Contractor's overhead and profit on change orders resulting from errors and omissions on the part of the Consultant shall be deducted from the Consultant's fees.

5. **TERMINATION**

a. It is expressly understood and agreed that in the event the Consultant or the District fails to perform its obligations under this Agreement, this Agreement shall be terminated and all the Consultant's and District's rights hereunder ended. Termination shall be upon ten (10) days written notice to the defaulting party, and no work will be undertaken by Consultant after receipt of the notice. In the event this Agreement is terminated by the District pursuant to this paragraph; the Consultant shall be paid for services performed up to the date of termination.

b. It is further understood and agreed that the District may terminate this Agreement for the District's convenience and without cause at any time by giving the Consultant thirty (30) days written notice of such termination. In such an instance, the Consultant shall be entitled to compensation for services performed up to the effective date of termination.

c. Upon receipt of written notice that this Agreement is terminated, the Consultant will submit an invoice to the District for an amount that represents the value of services actually performed up to the date of termination for which the Consultant has not previously been compensated as per paragraph 4 above. Upon approval and payment of this invoice by the District, the District shall be under no further obligation to the Consultant, monetarily or otherwise.

6. **INDEPENDENT CONTRACTOR**

The Consultant shall be deemed at all times to be an independent contractor and shall be wholly responsible for the manner in which it performs the services required of him pursuant to the terms of this Agreement. The Consultant shall be liable for any act or acts of its own, or its agents or employees, and nothing contained herein shall be construed as creating the relationship of employer and employee.
between the District and the Consultant or its agents and employees. The Consultant shall also complete and file with the District the attached W-9 form.

7. MODIFICATION OF AGREEMENT
   The parties may amend this Agreement in writing by mutual consent. Changes, including any increase or decrease in the amount of the Consultant's compensation, shall only be effective upon the execution of a duly authorized written amendment to this Agreement.

8. SUBCONTRACTING
   The Consultant is prohibited from subcontracting this Agreement or any services provided pursuant to this Agreement unless such subcontracting is agreed to in writing and executed in the same manner as this Agreement. No party on the basis of this Agreement shall in any way contract on behalf of or in the name of the other party of this Agreement, and violation of this provision shall confer no rights on any party and shall be void.

9. ADMINISTRATIVE REMEDY FOR AGREEMENT INTERPRETATION
   Should any question arise as to the meaning and intent of the Agreement, the matter shall, prior to any action or resort to any other legal remedy, be referred to the Superintendent who shall decide the true meaning and intent of the Agreement.

10. BANKRUPTCY
    In the event that either party shall cease conducting business in the normal course, become insolvent, make a general assignment for the benefit of creditors, suffer or permit the appointment of a receiver for its business or assets or shall avail itself of, or become subject to, any proceeding under the Federal Bankruptcy Act or any other statute of any state relating to insolvency or the protection of rights of creditors, then at the option of the other party, this Agreement shall terminate and be of no further force and effect, and any property or rights of such other party, tangible or intangible, shall forthwith be returned to it.

11. CONSULTANT'S DEFAULT
    Failure or refusal of the Consultant to perform or do any act herein required shall constitute default. In the event of any default, in addition to any other remedy available to the District, the District may terminate this Agreement pursuant to the terms of Section 6a herein. Such a termination shall not waive any other legal remedies available to the District.
12. **CONFLICT OF INTEREST**

Consultant understands and certifies that it does not know of any facts which constitute a violation of the California Political Reform Act, which states in part: "[N]o public official at any level of state or local government shall make, participate in making or in any way attempt to use its official position to influence a governmental decision in which he/she knows or has reason to know he/she has a financial interest.” (California Government Code Section 87100 et seq.)

Consultant also hereby certifies that no current Board member or employee of the San Francisco Unified School District, and no one who has been a Board member or an employee of the District within the last two years, has participated in bidding, selling or promoting this Agreement. Furthermore, Consultant certifies that no such current or former Board member or employee will derive any compensation, directly or indirectly, from this Agreement. Consultant understands that any violation of this provision of the Agreement shall make the Agreement voidable by the District.

13. **SEVERABILITY**

If any term or provision of this Agreement shall be found illegal or unenforceable, this Agreement shall remain in full force and effect and such term or provision shall be deemed stricken.

14. **AGREEMENT MADE IN CALIFORNIA**

This Agreement shall be deemed to be executed in, and shall be construed in accordance with, the laws of the State of California.

15. **INDEMNIFICATION**

A. With respect to professional services to be provided under this Agreement, the Consultant shall indemnify and hold harmless the San Francisco Unified School District, agents, and employees from and against any and all actions, claims, damages and losses, including attorney’s fees that may arise out of Consultant’s negligent acts, errors, or omissions caused by the Consultant.

B. With respect to claims arising under Consultant’s general liability coverage, the Consultant shall indemnify and hold harmless the San Francisco Unified School District, its agents, and employees from and against any actions, claims, damages or loss, including attorney’s fees that may arise out of Consultant’s activities in the performance of its services under this Agreement.

C. The Consultant shall indemnify and save harmless the District, its officers, agents, employees and members of the Board of Education from any claims, loss, damage, injury and liability of every kind, nature and description that may at any times arise from any infringement of any patent right, copyright, trade secret or any other proprietary right or trademark by any of Consultant’s officers, employees and/or agents by use or articles or services in the performance of this Agreement.
16. **INSURANCE**

   a. The Consultant shall procure and maintain during the term of this Agreement the following insurance:

      (1) Comprehensive General Liability Insurance with limits not less than $1,000,000.00 (one million dollars) each occurrence combined Single Limit for Bodily Injury and Property Damage.

      (2) Comprehensive or Business Automobile Liability Insurance with limits not less than $1,000,000.00 (one million dollars) each occurrence Combined Single Limit for Bodily Injury and Property Damage, including coverages for Owned, Non-owned and Hired Vehicles, as applicable.

      (3) Workers' Compensation Insurance, with Employer's Liability limits not less than $1,000,000.00 (one million dollars) each accident.

      (4) Professional Liability (E & O) Insurance with limits not less than $1,000,000.00 (one million dollars) each occurrence.

   If any policies are written on a claims-made form, Consultant agrees to maintain such insurance continuously in effect for three years following completion of this Agreement or extend the period for reporting claims for three years following the completion of this Agreement, such that occurrences which take place during the Agreement period shall be insured for three years following completion of the Agreement.

   b. The General Liability and Comprehensive Automobile Liability Insurance shall be endorsed to provide the following:

      (1) Name as additional insureds the San Francisco Unified School District, its Board, officers and employees.

      (2) That such policies are primary insurance to any other insurance available to the additional insureds, with respect to any claims arising out of this Agreement and that insurances apply separately to each insured against whom claim is made or suit is brought.

      (3) Thirty (30) days advance written notice to the District of cancellation, non-renewal or reduction in coverage.

   The Consultant shall provide the District with the appropriate certificate(s) of insurance prior to commencing performance. The Consultant shall also be obligated to notify the District in writing at least 30 (thirty) days in advance of any cancellation, non-renewal or reduction of any of its insurance policies required under this Agreement. Consultant also understands and agrees that the District may withhold payment for services performed for any violations of the insurance provisions of this Agreement.
17. **NON-DISCRIMINATION**

Consultant agrees that it shall not discriminate on the basis of sex, race, religious creed, national origin, age, marital status, sexual orientation, gender identity, AIDS/ARC/HIV status, or disability, in its performance under this Agreement. Contractor acknowledges that, pursuant to the Americans with Disabilities Act (ADA), programs, services, and other activities provided by a public entity to the public, whether directly or through a contractor, must be accessible to persons with disabilities. Contractor agrees not to discriminate against persons with disabilities in the provision of services, products, benefits, or activities provided in the Contract of Agreement, and further agrees that any violation of this prohibition on the part of the Contractor shall constitute a material breach of the Contract or Agreement.

18. **CRIMINAL BACKGROUND CHECKS**

Consultant agrees to comply with Education Code Section 45125.1, et seq. concerning fingerprinting employees and conducting criminal background checks through the California Department of Justice. The District is extending this requirement to all types of consultants if they are deemed to have more than limited contact with District students. The consultant shall assume all expenses associated with these background checks and shall immediately remove any employee or agent from District property who has been arrested or convicted of any serious or violent felony, as defined by the California Penal Code Sections 667.5 and 1192.7.

The District shall be the final arbiter of what constitutes "limited contact." The District may also, in its sole discretion, waive these provisions if it determines that emergency or exceptional circumstances exist which threaten student or staff safety if the work is delayed pending clearance. The Consultant's violation of this section shall constitute a default under Section 12 herein.

19. **PROPRIETARY INFORMATION OF DISTRICT**

The Consultant understands and agrees that, in its performance under this Agreement or in contemplation thereof, the Consultant may have access to private or confidential information which may be owned or controlled by the District and that such information may contain proprietary details, the disclosure of which to third parties will be damaging to the District, its employees or students. The Consultant also understands and agrees that the disclosure of such information may violate state and/or federal law and may subject the Consultant to civil liability. Consequently, Consultant agrees that all information disclosed by the District to the Consultant shall be held in confidence and used only in performance of the Agreement. The Consultant shall exercise the same standard of care to protect such information as is used to protect its own proprietary data.
20. **NOTICES TO THE PARTIES**

   All notices to be given by the parties hereto shall be in writing and served by depositing same in the United States Post Office, postage prepaid and registered as follows:

   **TO THE DISTRICT:** San Francisco Unified School District  
   ATTN: XXXXX  
   135 Van Ness Avenue Room 207  
   San Francisco, CA 94102

   **TO THE CONSULTANT:** XXX LANDSCAPE ARCHITECTS  
   XXXXX Street  
   XXXXX, CA 9XXXX  
   (XXX) XXX-XXXX

21. **WAIVER**

   Either party's failure at any time to enforce any default or right reserved to it, or to require performance of any of the Agreement's terms, covenants, or provisions by the other party at the time designated, shall not be a waiver of any such default or right to which the party is entitled, nor shall it in any way affect the right of the party to enforce such provisions thereafter.

22. **ASSIGNMENT**

   It is understood and agreed that the services to be performed by the Consultant are personal in character and neither this Agreement nor any duties or obligations hereunder shall be assigned or delegated by the Consultant without the prior written consent of the District.

23. **OWNERSHIP OF THE RESULTS**

   Any interest of the Consultant in studies, reports, memoranda, computation sheets or other documents prepared by the Consultant in connection with services to be performed under this Agreement shall become the property of and will be transmitted to the District. However, the Consultant may retain and use copies for reference and as documentation of its experience and capabilities, but only to the extent Consultant's use does not violate Section 18 of this Agreement.

24. **AUDIT AND INSPECTION OF RECORDS**

   The Consultant agrees to maintain and make available to the District accurate books and accounting records relative to its activities under this Agreement. The Consultant will permit the District
to audit, examine and make excerpts and transcripts from such books and records, and to make audits of all invoices, materials, payrolls, records or personnel and other data related to all other matters covered by this Agreement, whether funded in whole or in part under this Agreement. The Consultant shall maintain such data and records in an accessible location and condition for a period of not less than three years after a final payment under this Agreement or until after final audit has been completed, whichever is later.

25. SECTION HEADINGS
   The section headings contained herein are for convenience in reference and are not intended to define the scope of any provision of this Agreement.

26. ENTIRE AGREEMENT
   The entire Agreement between the parties is included herein and no warranties, expressed or implied, representations, promises, or statements have been made by either party unless endorsed herein in writing, and no change or waiver of any provision hereof shall be valid unless made in writing and executed in the same manner as this Agreement.

IN WITNESS WHEREOF the parties hereto have executed this Agreement the year and date first above written.
Resolution #: XXX-XXXXX

_________________________________
CONSULTANT

By: _____________________________
Joseph Grazioli
Chief Financial Officer

David Goldin
Chief Facilities Officer

APPROVED AS TO FORM:

BY: _____________________________
Legal Counsel, SFUSD
San Francisco Unified School District  
Consultant/Independent Contractor Agreement  
Criminal Background Check

<table>
<thead>
<tr>
<th>Name of Independent Consultant/Contractor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services performing under the Agreement:</td>
</tr>
<tr>
<td>Schools/Locations where services are being performed:</td>
</tr>
<tr>
<td>Total amount to be paid by the District under this Agreement:</td>
</tr>
<tr>
<td>Term of Agreement:</td>
</tr>
</tbody>
</table>

**Check the applicable box and fill in any blanks.**

1. I certify that none of my employees will have more than limited contact (as defined by the District) with District students during the term of the Agreement

2A. The following employees will have more than limited contact (as defined by the District) with District students during the term of the Agreement (attach and sign additional pages, as needed):

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

2B. I certify that the employees noted in 2A above have been fingerprinted under procedures established by the California Department of Justice, and the results of those fingerprints reveal that none of these employees have been arrested or convicted of a serious or violent felony, as defined by the California Penal Code.

Certification by Contractor/Consultant

"I certify that the information provided herein is true and accurate. I further acknowledge that during the term of my Agreement with the District, if I learn of additional information which differs from the responses provided above, I promise to forward this additional information to the District immediately."

<table>
<thead>
<tr>
<th>Consultant's Signature</th>
<th>Date</th>
<th>Administrator's Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>David Goldin, Chief Facilities Officer</td>
<td></td>
</tr>
</tbody>
</table>

Printed name of Consultant

Printed name of Administrator
AUTHORITY. The Disabled Veteran Business Enterprise (DVBE) Participation Goal Program for state contracts is established in Public Contract Code (PCC), Section 10115 et seq., Military and Veterans Code, Section 999 et seq. and California Code of Regulations, Title 2 (2CCR), Section 1896.60 et seq.

The minimum DVBE participation percentage is 3% for this solicitation unless another percentage is specified in the solicitation.

INTRODUCTION. The bidder must document at least one of the options (A, B or C) in this document to comply with this solicitation’s DVBE program requirements. Bids or proposals (hereafter called “bids”) that fail to fully document one of the DVBE program requirements options shall be considered non-responsive and ineligible for award.

All information submitted by the intended awardee to comply with this solicitation’s DVBE requirements will be verified by the State. If evidence of an alleged violation is found during the verification process, the State shall initiate an investigation with this information in accordance with the requirements of the Public Contract Code, Section 10115, et seq. and the Military and Veterans Code, Section 999 et seq. and follow the investigatory procedures required by the California Code of Regulations, Section 1896.80.

Only State of California, Office of Small Business and DVBE Certification certified DVBEs who perform a commercially useful function relevant to this solicitation may be used to satisfy the DVBE program requirements. The criteria for performing a commercially useful function are contained on page 5, Resources & Information and California Code of Regulations, Title 2, Section 1896.61(l). Verify each DVBE subcontractor's/supplier's certification with the Office of Small Business and DVBE Certification Section to ensure DVBE eligibility.

To meet the DVBE program requirements, bidders must complete and fully document at least one of the following compliance options:

<table>
<thead>
<tr>
<th>Option A - Commitment to full DVBE participation</th>
<th>For a bidder who is a DVBE or who is able to meet the commitment to use identified DVBE(s) to fulfill the full DVBE participation goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option B - Good Faith Effort</td>
<td>For a bidder documenting its completed effort, made prior to the bid due date, to obtain DVBE participation that may result in partial or no DVBE participation.</td>
</tr>
<tr>
<td>Option C - Business Utilization Plan</td>
<td>For a bidder using an annual plan (subject to approval) to satisfy DVBE participation requirements. Applies only to solicitations for goods and information technology.</td>
</tr>
</tbody>
</table>

PLEASE READ ALL INSTRUCTIONS CAREFULLY. These instructions contain information about the DVBE program requirements, bidder responsibilities, and requirements for performing and documenting each of the three available options as detailed below. Bidders are responsible for thorough review and compliance with these instructions. Document your option selection on the attached STD Form 840, Documentation of Disabled Veteran Business Enterprise Program Requirements.
OPTION A – COMMITMENT -- Commit to meet or exceed the DVBE participation requirement in this solicitation by either Method A1 or A2. Bidders must document DVBE participation commitment by completing and submitting the attached STD 840. Failure to complete and submit STD 840 (Side 1) as instructed shall render your bid non-responsive.

The bidder must provide, prior to contract award, a written agreement signed by the bidder and each proposed DVBE subcontractor. The written agreement will include the DVBE scope of work, work to be performed by the DVBE, term of intended subcontract with the DVBE, anticipated dates the DVBE will perform required work, rate and conditions of payment, total amount of contract to be paid to the DVBE, and the percentage of the entire contract that will be awarded to the DVBE, with each DVBE subcontractor. If this information is contained in the bidder’s DVBE written agreement of intent, the agreement may be attached to the STD 840. If further verification is necessary, the state will obtain additional information to verify the above requirements.

Method A1. Certified DVBE bidder:

a. Commit to performing at least 3% of the contract bid amount (unless otherwise specified) with your firm or in combination with other DVBE(s).

b. Document DVBE participation on STD 840 (Side 1) and attach a copy of all applicable certifications.

c. A DVBE bidder working in combination with other DVBEs shall be requested to submit proof of its commitment by submitting a written agreement with the DVBE(s) identified in its bid’s STD 840. When requested, the written agreement must be submitted to the address or facsimile number specified and within the timeframe identified in the notification. Failure to submit the requested written agreement as specified may be grounds for bid rejection.

Method A2. Non-DVBE bidder:

a. Commit to using certified DVBE(s) for at least 3% (unless otherwise specified) of the bid amount.

b. When a bidder commits to less than the required 3% DVBE participation or its commitment may fall below 3% if specific line items/groups are not selected for award, then Option B, Good Faith Effort must be completed in addition to Option A, Commitment.

c. Document DVBE participation on STD 840 (Side 1) and attach a copy of the DVBE’s certification.

d. Prior to contract award, a bidder is to submit proof of their commitment by submitting a written agreement with the DVBE(s) identified in its bid’s STD 840. The awarding department contracting official named in this solicitation will contact each listed DVBE, by mail, fax or telephone, for verification of the bidder’s submitted DVBE information. The written agreement must be submitted to the address or facsimile number specified and within the timeframe identified in the notification. Failure to submit the written agreement as specified may be grounds for bid rejection.
OPTION B – GOOD FAITH EFFORT (GFE) performance and documentation requirements must be completely satisfied prior to bid submission if you are unable to obtain and commit to the full DVBE participation percentage goal (Option A) and do not exercise Option C. Perform and document the following Steps 1 through 5 on both sides of the attached STD 840 form. Failure to perform and document GFE Steps 1 through 5 as instructed, which includes properly completing and submitting both sides of STD 840, shall result in your bid being deemed non-responsive. Step 3, Advertisement, is required unless specifically waived for this solicitation due to time limits imposed by the awarding department.

Step 1 Awarding Department - Contact the department’s contracting official named in this solicitation to identify interested DVBEs. You must fully document this contact and describe the results on STD 840 (Side 2).

Step 2 Other State and Federal Agencies, and Local Organizations

STATE Contact the Department of General Services, Procurement Division’s (DGS-PD) Office of Small Business and DVBE Certification (OSDC) to obtain a list of certified DVBEs by telephone at (916) 322-5060 for the 24-hour automated telephone system or (916) 375-4940 for the receptionist during normal business hours. This information can also be obtained by searching the online database at http://www.pd.dgs.ca.gov/smbus. Begin by selecting Certified Firm Inquiry Services, then search by using either the Keyword Search or the Standard Query options. You must fully document this contact and describe the results on STD 840 (Side 2).

FEDERAL Search the U.S. Small Business Administration’s (SBA) online database (Pro-Net) at http://www.pro-net.sba.gov to identify potential DVBEs. Select these minimum options in the following sequence: select Search Database; select CA under “State”; select Service Disabled Veteran under “Other Ownership Data”; and “Search Using These Criteria” at the page bottom. The database takes a few moments to query, and then your list will appear on your screen. You may select other criteria to focus your search. You must fully document this contact and describe the results on STD 840 (Side 2).

LOCAL Contact at least one local DVBE organization to identify DVBEs. For a list of local DVBE organizations, please refer to the DVBE Resource Packet that may be accessed online (http://www.pd.dgs.ca.gov/smbus - select “DVBE Resource Packet”) or obtain a hardcopy by requesting it from DGS-PD Office of Small Business and DVBE Outreach and Education (see the Resources & Information page). You must fully document your contact with local DVBE organizations and describe the results on STD 840 (Side 2).

Step 3 Advertisements are mandatory unless waived by the awarding department.

CONTENT REQUIREMENTS: Include all of the following in your advertisement(s): (1) company name; (2) contact name; (3) address; (4) telephone and facsimile (if applicable) numbers; (5) e-mail address (if applicable); (6) the state’s solicitation number(s); (7) goods and/or services for which the state is soliciting; (8) the location of the work to be performed; and (9) the State’s bid(s) due date and/or your due date for receiving DVBE responses.

HOW MANY & WHERE TO PUBLISH: Bidders must publish two (2) ads, one (1) each in a trade paper and a DVBE focus paper unless the paper is dual purpose (fulfilling both trade and focus requirements as defined in California Code of Regulations, Title 2, Section 1896.61(k)), in which case one (1) ad is acceptable. Please see the DVBE Resource Packet for a list of acceptable publications.

WHEN: Ads must be published after the solicitation’s release date and at least 14 days prior to the bid due date, unless a different time period is expressly established in this solicitation.

DOCUMENT & SUBMIT: On STD 840 (Side 2), document the publication name(s) in which you published advertisement(s), the contact name and phone number, and date of publication. Include a copy(ies) of the advertisement(s) with your bid.
Step 4 Invitations to Participate

**WHO:** Invite (solicit) DVBEs who can provide relevant goods and/or services to this solicitation to subcontract with you. Conducting Steps 1 through 3 produces a list of DVBEs from which you may choose potential DVBE subcontractors/suppliers to contact. Bidders are advised to contact as many DVBEs (who provide relevant goods and/or services in the applicable location(s)) as possible. Non-California-certified DVBEs are not eligible -- please refer those DVBEs to the OSDC to learn about certification (see the Resources & Information page for contact information).

**FOR WHAT:** Solicit DVBEs for goods and/or services relevant to the state’s solicitation. If you are unable to identify specific portion(s) of the proposed contract to subcontract, the state encourages bidders to avoid making a predetermination that no DVBEs are able to perform without first contacting and soliciting participation from them. This allows DVBEs to respond whether they can or cannot provide any goods or services related to the solicitation, and provides a bidder with responses for consideration.

**HOW TO INVITE & CONTENT REQUIREMENTS:** Written invitations are required. At a minimum, invitations must contain all of the following: (1) company name; (2) contact name; (3) address; (4) phone and facsimile (if applicable) numbers; (5) return e-mail address (if applicable); (6) the state’s solicitation number; (7) goods and/or services for which the state is soliciting; (8) location of work; and (9) the State’s bid(s) due date and/or your due date for receiving DVBE responses.

**WHEN:** Provide DVBE’s with a reasonable time period to receive and respond to your invitation, and to be considered by you for participation as described in Step 5, prior to your bid submission.

**DOCUMENT & SUBMIT:** Bidders must document the completed contacts on STD 840 (Side 1), Section A. Attach additional copies of STD 840A as necessary to list your DVBE contacts. You are required to attach a copy of: (1) each invitation or offer sent by letter, fax or e-mail; and (2) confirmation of transmittal or delivery. Your bid shall be considered non-responsive if it fails to include copies of the written invitations and delivery confirmations.

Step 5 Consider all responding DVBEs for contract participation. Consideration must be based on business needs for the contract and the same evaluation criteria must be applied to each potential DVBE subcontractor/supplier offering the same goods and services. You must document on STD 840 (Side 1), Section A any firm(s) selected for participation; or if not selected, the reason for non-selection. Attach additional copies of STD 840A as necessary to list all of your DVBE contacts.

**OPTION C – THE DVBE BUSINESS UTILIZATION PLAN (BUP) option permits bidders to submit an approved DVBE BUP to satisfy DVBE participation solicitation requirements up to 3%.** **DVBE BUPs apply only to solicitations for goods and information technology (IT) goods and services.** DVBE BUPs are a company’s commitment to expend a minimum of 3% of its total statewide contract dollars with DVBEs -- this percentage is based on all of its contracts in the State, not just those with the State. DVBE BUPs must be submitted to and approved by the DGS-PD prior to the bid due date. Please call the DGS-PD, Office of Small Business and DVBE Outreach and Education for assistance. Bidders choosing this option must properly complete and submit STD 840 (Side 1) and include a copy of its approval letter with the bid; failure to submit these documents shall render your bid non-responsive.
RESOURCES AND INFORMATION

For assistance in preparing a responsive participation document, contact the contracting official at the awarding department for this solicitation. In accordance with Public Contract Code Section 10115.2(b)(3), bidders must advertise in trade and focus publications unless the requirement is waived. The Department of General Services, Procurement Division (DGS-PD) publishes a list of trade and focus publications to assist bidders in meeting these contract requirements. To obtain this list, please contact the DGS-PD Office of Small Business and DVBE Outreach and Education and request the “DVBE Resource Packet.”

U.S. Small Business Administration (SBA)

Internet contact only – see instructions for website navigation
PRONET Database: http://www.pro-net.sba.gov
FOR: Service-Disabled Veteran-owned businesses in California
( Remember to verify each DVBE’s California certification.)

Local Organizations (see the DVBE Resource Packet available from DGS-PD DVBE Program Section listed below)
FOR: List of potential DVBE subcontractors

DGS-PD Office of Small Business and DVBE Certification (OSDC)
707 Third Street, Room 400, West Sacramento, CA 95605
Website: http://www.pd.dgs.ca.gov/smbus
24-hour automated information & document requests: (916) 322-5060
Receptionist: (916) 375-4940
Fax: (916) 375-4950
FOR: Directory of Certified DVBEs
Certification Applications
Certification Information
Certification Status, Concerns

DGS-PD Office of Small Business and DVBE Outreach and Education
707 Third Street, 2nd Floor, West Sacramento, CA 95605
Voice, 8 am—5 pm: (800) 559-5529
Fax: (916) 375-4597
FOR: DVBE Program Participation Requirements
DVBE Program Info. and Statewide Policy
DVBE Resource Packet
DVBE Business Utilization Plan
Small Business/DVBE Advocates

Advertisement Format Example

This example offers a suggested format that includes required information outlined in Option B, Good Faith Effort, Step 3. You can substitute the applicable information for the bolded, italicized words.

DVBEs are invited to participate as a potential subcontractor/supplier to perform a commercially useful function specific to DGS’ IFB No. 12345 for fencing materials in Chowchilla.
DVBE responses due to me 1/1/02; Bids due to the State 1/15/02.
Contact: ABC Company
Jane Doe, General Manager
123 Main Street, Sacramento, CA 95814
voice: 555/555-5555; fax: 555/555-5556
or e-mail: jane.doe@abcco.com

Commercially Useful Function Definition

California Code of Regulations, Title 2, § 1896.61(l):
The term “DVBE contractor, subcontractor or supplier” means any person or entity that satisfies the ownership (or management) and control requirements of Section 1896.61(f); is certified in accordance with Section 1896.70; and provides services or goods that contribute to the fulfillment of the contract requirements by performing a commercially useful function. A DVBE contractor, subcontractor or supplier is considered performing a commercially useful function when it meets the following criteria:

(1) The business concern is: responsible for the execution of a distinct element of the work of the contract; carrying out its obligation by actually performing, managing or supervising the work involved; and performing work that is normal for its business services and functions, and

(2) The business concern is not further subcontracting a greater portion of the work than would be expected by normal industry practices.
Designation Of Option  Check the appropriate box(es) to indicate the option(s) with which you choose to comply, complete the applicable sections and attach the required supporting documentation. You are advised to read all instructions carefully prior to completing this form. Remember that only California certified DVBEs who can provide related goods and/or services may be used to satisfy these program solicitation requirements.

- OPTION A – I commit to meeting the full DVBE contract participation requirement.
  Complete STD 840, Section A.
- OPTION B – I performed and documented a Good Faith Effort (GFE) in an attempt to obtain DVBE participation.
  Complete STD 840, Section A (for GFE Steps 4 & 5) and STD 840 (REVERSE), Section B (for GFE Steps 1–3).
- OPTION C – I submit a copy of my firm’s “Notice of Approved DVBE Business Utilization Plan.”

A. Full information must be provided.

For contract participation commitment, at least one DVBE must be listed. DVBEs must perform a commercially useful function. List the specific goods and/or services with the dollar and/or percentage value(s) that the DVBE(s) commit(s) to provide and the DVBE’s tier (prime contractor = 0, subcontractor to prime contractor = 1, subcontractor to Tier 1 subcontractor = 2, etc.). If both the estimated dollar amount and percentage are listed, the higher value supercedes. Attach additional pages to list all other DVBE subcontractors/suppliers (you may use STD 840A). During contract performance, all requests for substituting named DVBEs must be made in accordance with the provisions of California Code of Regulations, Title 2, Section 1896.64(c).

For Good Faith Effort (GFE), use this section to document your first completed contacts with (Step 4), and consideration of (Step 5), relevant DVBEs. Business reasons for non-selection must be documented. Attach additional pages to list all other DVBE contacts (you may use STD 840A). Copies of all written invitations and delivery confirmations must also be attached and submitted with the bid.

<table>
<thead>
<tr>
<th>Date Contacted / /</th>
<th>DVBE Company Name (If you are the Prime and a DVBE enter your name, otherwise enter the solicited subcontractor.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DVBE Contact Name &amp; Reference # Telephone Number Fax Number E-mail (if available)</td>
</tr>
<tr>
<td></td>
<td>Street Address, City, State and Zip Code</td>
</tr>
</tbody>
</table>

☐ Yes, I am, or I will subcontract with, the listed DVBE to provide the following goods and/or services:

<table>
<thead>
<tr>
<th>Specific Goods and/or Services</th>
<th>Estimated $ and/or %</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>/</td>
</tr>
</tbody>
</table>

OR ☐ No, I am unable to subcontract with the DVBE for the following business reasons:

<table>
<thead>
<tr>
<th>Date Contacted / /</th>
<th>DVBE Company Name (If you are the Prime and a DVBE enter your name, otherwise enter the solicited subcontractor.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DVBE Contact Name Telephone Number Fax Number E-mail (if available)</td>
</tr>
<tr>
<td></td>
<td>Street Address, City, State and Zip Code</td>
</tr>
</tbody>
</table>

Both sections must be completed for Good Faith Effort documentation.

ATTACH ADDITIONAL PAGES (OR USE STD 840A) TO LIST ALL OTHER DVBE CONTACTS

Go to Side 2, Section B to continue Good Faith Effort documentation.  

Page 6 of 10
B. Documentation of Good Faith Effort Steps 1, 2 and 3—Remember to carefully read all instructions prior to completing this form. Please refer to the Resources & Information page for detailed contact information and a sample advertisement format.

STEP 1. Contact the Awarding Department (the contracting official, unless another contact is specified) to identify potential DVBE subcontractors/suppliers, and document this contact as required.

<table>
<thead>
<tr>
<th>Date</th>
<th>Contact Name</th>
<th>Telephone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Describe Result

STEP 2. Contact all of the following and document your contacts as required: Other state and federal agencies and local organizations to identify potential DVBE subcontractors/suppliers.

Other State Agency – Procurement Division, Office of Small Business and DVBE Certification (Certification Office)

<table>
<thead>
<tr>
<th>Phone Contact</th>
<th>Date</th>
<th>Telephone Number</th>
<th>Contact Name</th>
<th>Describe Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR Online Search</td>
<td>Date</td>
<td>Internet Address</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Describe Result

Federal Agency – U.S. Small Business Administration (SBA) online database

<table>
<thead>
<tr>
<th>Date</th>
<th>Internet Address</th>
<th>Describe Result</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="http://www.pro-net.sba.gov">http://www.pro-net.sba.gov</a></td>
<td></td>
</tr>
</tbody>
</table>

Describe Result

Local DVBE Organizations – Contact at least one local DVBE organization—refer to the DVBE Resource Packet for a list of acceptable contacts. (http://www.pd.dgs.ca.gov/smbus - select “DVBE Resource Packet”)

<table>
<thead>
<tr>
<th>Date</th>
<th>Organization Name</th>
<th>Contact Name</th>
<th>Telephone Number and/or Internet Address</th>
<th>Describe Result</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Describe Result

STEP 3. Publish advertisements: Two (2) advertisements: One (1) ad in an accepted trade paper; and one (1) ad in an accepted DVBE focus paper (please see the DVBE Resource Packet for a list of all accepted publications); unless the paper is dual purpose (fulfilling both trade and focus requirements), in which case one (1) ad is acceptable. Document this step as required and remember to attach a copy of your advertisement(s).

<table>
<thead>
<tr>
<th>Focus Paper Name (list full name)</th>
<th>Contact Name</th>
<th>Telephone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Address Date Ad Published

<table>
<thead>
<tr>
<th>Trade Paper Name (list full name)</th>
<th>Contact Name</th>
<th>Telephone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Address Date Ad Published

I certify the ad was placed to reach both trade and focus audiences through this one publication.

<table>
<thead>
<tr>
<th>Trade and Focus Paper Name (list full name)</th>
<th>Contact Name</th>
<th>Telephone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Address Date Ad Published
### ADDITIONAL DISABLED VETERAN BUSINESS ENTERPRISE CONTACTS


This document may be used as a continuation from Section A, STD 840 (REV. 9-15-2003)

<table>
<thead>
<tr>
<th>Date Contacted</th>
<th>DVBE Company Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ /</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DVBE Contact Name</th>
<th>Telephone Number</th>
<th>Fax Number</th>
<th>E-mail (if available)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(              )</td>
<td>(          )</td>
<td></td>
</tr>
</tbody>
</table>

Street Address, City, State and Zip Code

<table>
<thead>
<tr>
<th>Yes, I will subcontract with the listed DVBE to provide the following goods and/or services:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Goods and/or Services</td>
</tr>
<tr>
<td>Estimated $ and/or %</td>
</tr>
<tr>
<td>Tier</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>No, I am unable to subcontract with the DVBE for the following business reasons:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date Contacted</th>
<th>DVBE Company Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ /</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DVBE Contact Name</th>
<th>Telephone Number</th>
<th>Fax Number</th>
<th>E-mail (if available)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(              )</td>
<td>(          )</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes, I will subcontract with the listed DVBE to provide the following goods and/or services:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Goods and/or Services</td>
</tr>
<tr>
<td>Estimated $ and/or %</td>
</tr>
<tr>
<td>Tier</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>No, I am unable to subcontract with the DVBE for the following business reasons:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date Contacted</th>
<th>DVBE Company Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ /</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DVBE Contact Name</th>
<th>Telephone Number</th>
<th>Fax Number</th>
<th>E-mail (if available)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(              )</td>
<td>(          )</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes, I will subcontract with the listed DVBE to provide the following goods and/or services:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Goods and/or Services</td>
</tr>
<tr>
<td>Estimated $ and/or %</td>
</tr>
<tr>
<td>Tier</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>No, I am unable to subcontract with the DVBE for the following business reasons:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date Contacted</th>
<th>DVBE Company Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ /</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DVBE Contact Name</th>
<th>Telephone Number</th>
<th>Fax Number</th>
<th>E-mail (if available)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(              )</td>
<td>(          )</td>
<td></td>
</tr>
</tbody>
</table>
### ADDITIONAL DISABLED VETERAN BUSINESS ENTERPRISE CONTACTS


<table>
<thead>
<tr>
<th>Date Contacted</th>
<th>DVBE Company Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DVBE Contact Name</th>
<th>Telephone Number</th>
<th>Fax Number</th>
<th>E-mail (if available)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(               )</td>
<td>(          )</td>
<td></td>
</tr>
</tbody>
</table>

Street Address, City, State and Zip Code

### Yes, I will subcontract with the listed DVBE to provide the following goods and/or services:

<table>
<thead>
<tr>
<th>Specific Goods and/or Services</th>
<th>Estimated $ and/or %</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td></td>
</tr>
<tr>
<td></td>
<td>/</td>
<td>%</td>
</tr>
</tbody>
</table>

### OR

### No, I am unable to subcontract with the DVBE for the following business reasons:

<table>
<thead>
<tr>
<th>Date Contacted</th>
<th>DVBE Company Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DVBE Contact Name</th>
<th>Telephone Number</th>
<th>Fax Number</th>
<th>E-mail (if available)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(               )</td>
<td>(          )</td>
<td></td>
</tr>
</tbody>
</table>

Street Address, City, State and Zip Code

### Yes, I will subcontract with the listed DVBE to provide the following goods and/or services:

<table>
<thead>
<tr>
<th>Specific Goods and/or Services</th>
<th>Estimated $ and/or %</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td></td>
</tr>
<tr>
<td></td>
<td>/</td>
<td>%</td>
</tr>
</tbody>
</table>

### OR

### No, I am unable to subcontract with the DVBE for the following business reasons:

<table>
<thead>
<tr>
<th>Date Contacted</th>
<th>DVBE Company Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DVBE Contact Name</th>
<th>Telephone Number</th>
<th>Fax Number</th>
<th>E-mail (if available)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(               )</td>
<td>(          )</td>
<td></td>
</tr>
</tbody>
</table>

Street Address, City, State and Zip Code

### Yes, I will subcontract with the listed DVBE to provide the following goods and/or services:

<table>
<thead>
<tr>
<th>Specific Goods and/or Services</th>
<th>Estimated $ and/or %</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td></td>
</tr>
<tr>
<td></td>
<td>/</td>
<td>%</td>
</tr>
</tbody>
</table>

### OR

### No, I am unable to subcontract with the DVBE for the following business reasons:

<table>
<thead>
<tr>
<th>Date Contacted</th>
<th>DVBE Company Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DVBE Contact Name</th>
<th>Telephone Number</th>
<th>Fax Number</th>
<th>E-mail (if available)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(               )</td>
<td>(          )</td>
<td></td>
</tr>
</tbody>
</table>

Street Address, City, State and Zip Code

### Yes, I will subcontract with the listed DVBE to provide the following goods and/or services:

<table>
<thead>
<tr>
<th>Specific Goods and/or Services</th>
<th>Estimated $ and/or %</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td></td>
</tr>
<tr>
<td></td>
<td>/</td>
<td>%</td>
</tr>
</tbody>
</table>

### OR

### No, I am unable to subcontract with the DVBE for the following business reasons:

Please do not submit this checklist with your bid. It is provided for your use only. Checking every box of your elected compliance option does not guarantee that your bid will be evaluated compliant.

### OPTION A: COMMITMENT TO DVBE CONTRACT PARTICIPATION

- STD 840 included with bid
- DVBE Written Agreement
- Designated the Commitment Option – Checked the first box
- Listed at least one California certified DVBE subcontractor
- Check the box(es) for “Yes…”
- Listed specific goods and/or services DVBE(s) agrees to provide
- Proposed DVBE contract performance is a “commercially useful function” relevant to the contract
- Listed the estimated dollar amount and/or percentage of contract for the DVBE’s participation
- Proposed DVBE participation meets the 3% requirement (unless a different percentage is specified)
- Attached a copy of the DVBE’s certification letter from the Department of General Services

### OPTION B: GOOD FAITH EFFORT (GFE)

- STD 840 included with bid
- Designated the GFE Option – Checked the second box
- (Step 4) Listed all DVBEs contacted and invited to perform on the proposed contract
- Confirmed that listed DVBEs are California certified
- Attached copies of the invitations sent to the listed DVBEs
- Invitations included the required contact information
- Attached copies of the delivery confirmations for invitations to DVBEs (e.g. mail receipts, fax confirmations, etc.)
- (Step 5) Checked the “No” boxes and listed the business reasons for non-selection of DVBEs contacted
- (Step 1) Contacted the Awarding Department and listed contact and results
- (Step 2) Contacted Other State agency (Office of Small Business and DVBE Certification) and listed the contact and results
- (Step 2) Searched the Federal Pro-net internet database and noted the results
- (Step 2) Contacted Local DVBE Organization(s) and listed the contact and results
- (Step 3) Advertised – IF NOT WAIVED
  - Listed full information for the advertisement(s) and publication(s)
    - [2 ads in one trade and in one DVBE focus publication; OR 1 ad in one dual-purpose publication]
  - Attached a copy of the advertisement(s)
  - The advertisement(s) were published at least 14 days prior to the bid due date
  - The advertisement(s) included my required contact information

### OPTION C: BUSINESS UTILIZATION PLAN (BUP)

- Prior to the bid due date – Submitted a BUP to DGS-PD and received approval
- STD 840 included with bid
- Designated the BUP Option – Checked the third box
- Attached a copy of the BUP Approval letter from DGS-PD
FEE PROPOSAL TEMPLATE

School Name: _____________________________Greening Project

**DESIGN PHASE**

- Schematic Design: $__________
- Design Development: $__________
- Construction Documents: $__________
- Architectural Consultant Costs (DSA related design): $__________

**DESIGN PHASE SUBTOTAL:** $__________

**CONSTRUCTION PHASE**

- Construction Bid & Procurement: $__________
- Construction Administration: $__________
- Project Close-out, Warranty and Record Drawings: $__________

**CONSTRUCTION PHASE SUBTOTAL:** $__________

**<SCHOOL NAME> TOTAL CONTRACT AMOUNT:** $__________

**Notes:**
1. Maximum value is 70% of contract amount per site
2. Maximum value is 5% of contract amount per site
3. Minimum value is 5% of contract amount per site