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

REQUEST FOR QUALIFICATIONS (RFQ)
FOR LANDSCAPE ARCHITECTURAL DESIGN SERVICES
FOR
SPRING VALLEY ELEMENTARY SCHOOL
1451 Jackson Street
San Francisco, CA 94109

March 19, 2012
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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 Spring Valley 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: Spring Valley 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 Spring Valley Green Schoolyard Project and will work directly with the Spring Valley 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
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\(^1\). 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 Spring Valley 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:

- Infrastructure for the three-part South Garden area as outlined in the green schoolyard plan
- Infrastructure for the North Yard’s Outdoor Classroom and Nature Zone as outlined in the green schoolyard plan.*
- Develop the East Garden near the ramp as outlined in the green schoolyard plan.

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 Colin Alley, 415-398-6538 x126 (office) / 415-823-2414 (cell), colinalley@mac.com 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 Spring Valley 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.

Landscape Architectural Consultants Responsibilities:

A) Conduct Project/Site Assessment:

- Review Scope of Work requirements at Spring Valley 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.

*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.
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, buleting, 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. :

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

RE: Spring Valley ES Green Schoolyard Project
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.
   Spring Valley Elementary School will use the following selection criteria to evaluate each applicant (100 points maximum):
   a. **BUSINESS (25 points)**
      i. Fee Structure & Breakdown: 10 points
      ii. Demonstrated Ability to meet Project Budget and Schedule: 10 points
      iii. Inclusion of requisite Consultants for implementation of design elements which necessitate review by the Department of the State Architect: 5 points
   b. **PROCESS (35 points)**
      i. Clarity of Design Approach and Methodology: 20 points
      ii. Demonstrated ability to build rapport with Green Schoolyard Committee: 10 points
      iii. Availability to interact with the Overall School Community: 5 points
   c. **PRODUCT (30 points)**
      i. Experience with projects focused on the needs of children: 20 points
      ii. Experience with ecological and educational landscape design, including elements such as native plants, vegetable gardens and rainwater catchments: 5 points
      d. **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
- Recreational
- Commercial
- Residential

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
- Anticipated approval to award landscape design services contract by Board of Education 6/12/2012
- Professional Consulting Agreement (contract) due to SFUSD 6/22/2012
- Estimated start of design process with site 8/27/2012
- Deadline to submit 100% completed Bid Packages (drawings & specifications) to SFUSD for review 12/3/2012
- Construction project advertised to public (week of) 2/4/2013
- Final Bid Packages submitted to printers 2/14/2013
- Final Bid Packages available to public for purchase and review 2/18/2013
- Estimated dates for job walk 1 with contractors (week of) 2/18/2013
- Estimated dates for job walk 2 with contractors (week of) 3/11/2013
- Estimated dates for construction project bid opening (week of) 3/25/2013
- Anticipated approval to award construction contract by Board of Education 4/23/2013
- Estimated date to issue Notice to Proceed (NTP) to contractor 5/6/2013
- Estimated date to hold pre-construction meeting with construction team (week of) 5/13/2013
- First day of construction 6/3/2013
- Substantial completion for construction 8/2/2013
- Final completion for construction 9/1/2013
- First day of school for the Academic Year 2013-2014 8/19/2013

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 Spring Valley 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. Spring Valley 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
GREEN SCHOOLYARD PLAN PARTICIPANTS

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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

SPRING VALLEY SCIENCE SCHOOL

Lisa Kwong, Principal*
Lonnie Chin, Acting Principal

PARTICIPATING FACULTY & STAFF

Cecilia Andrade  Erica Mac Ko  Maria Rodriguez
Kathleen Bodnar*  Julie Kwan  Angela Wong Sheredy
Dawnell Boylan*  Shirley Lee (CDC Director)  Claire Storm
Laura Garcia Castro  Wesley Mac  Katrina Thomas
Laura Chinn-Smoot*  Gloria Maciejewski  Helen Wong-Lew
Ruth DeGroot  Jennifer Man  Yvon Wu
Theresa Gundran-Rosales  Lisa Monti-Vu  Christy Zheng (CDC teacher)
Chelsea Hart  Marcia Moy
Andrea Jason  Maribel Rivera-Phillips*

PARTICIPATING PTA & COMMUNITY MEMBERS

Colin Alley  Fanny Fan-Zhu  Kevin Nhan
Yan Qing Cai  John Foster  Liana Villasenor
Laurene Chan  Andrea Gallagher  Juliet Wales*
Corey Chan  Yan Xian Huang  Noel Wales
Sufang Chen  Silvia Muñoz  Kevin Zhu
Brian Choquette  Deidre Najjar
Sara Diamond  Erik Nelson*

PARTICIPATING STUDENTS

A total of approximately 200 students from all of the grades (K-5th grade) participated in the favorite places mapping exercise.

* = Green Schoolyard Committee members

BAY TREE DESIGN, INC.

Sharon Danks, Principal-in-Charge
Mary Pearsall, 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.
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- Appendix A: Goals & Ideas for the Green Schoolyard
- 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 – Design Process Summary
2006 PROPOSITION A BOND PROCESS

In February 2011, the Spring Valley Science 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” Spring Valley Elementary’s school grounds. The concept plan for this renovation was developed using a participatory design process that included Spring Valley’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 May 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 concept 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.

GREEN SCHOOLYARD COMMUNITY

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, 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 February 2011, the Proposition A Bond’s Green Schoolyard Project began with a meeting with Principal Lisa Kwong and several teachers and parents interested in joining the green schoolyard committee. The group met with Lori Shelton from SFUSD’s Green Schoolyard Program and environmental planner Sharon Danks of Bay Tree Design to discuss the idea of enhancing the school grounds. During this initial meeting, teacher Laura Chinn-Smoot also introduced some green school design ideas that she had previously developed for Spring Valley.

In March 2011, Sharon Danks led two kick-off meetings with the school’s faculty and the PTA to begin the participatory design process. 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. Seventeen faculty members attended the teachers’ kick-off meeting and eighteen school community members attended the community meeting. Others in attendance included Principal Lisa Kwong and Lori Shelton. The PTA kick-off meeting, and other meetings throughout this design process, included Spanish and Chinese translation provided by the school district when it was needed.

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/community members brainstormed ideas that they would like to see on Spring Valley School’s grounds. (The school staff added their ideas to the lists created by the community the previous day.) Ideas presented in Laura Chinn-Smoot’s drawing were also incorporated into this brainstorming process. After the lists of ideas 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 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, along with information about how many votes each idea received and a copy of Ms. Chinn-Smoot’s drawing.
GREEN SCHOOLYARD MISSION STATEMENT

Spring Valley’s Green Schoolyard Committee developed the following mission statement for this project using the list of ideas brainstormed by the community, shown in Appendix A.

“Our green schoolyard will provide new opportunities for joyful play, quiet reflection, and empirical learning. Here, in a place of change and growth, we will explore the natural world and engage our imaginations. We will become proactive citizens for our community and better stewards of the environment.”

GOALS & KEY PROJECT IDEAS

To achieve their overall objective of improving the children’s learning and play environment, the Spring Valley Science 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. Their goals and some of the key project ideas from the brainstorming sessions are as follows:

CREATE SPACES FOR OUTDOOR LEARNING

- Create an edible garden with a covered teaching space and an outdoor cooking area
- Add seating, nestled in planted areas
- Configure seating in a way that is conducive to outdoor learning (social seating; so students can face one another)
- Add plants onsite that connect to the curriculum (mulberries, seasonal change, natives, etc.)
- Include trilingual signage throughout the site (Chinese, Spanish & English)

DIVERSIFY PLAY OPTIONS AT RECESS, PARTICULARLY FOR THE YOUNGEST CHILDREN

- Balance active play activities and quieter places to play (“ball free” zones)
- Include options for imaginative play (e.g. playhouses and nature play areas)
- Add game boards on outdoor furniture & paint them on the ground

TEACH ECOLOGY & IMPROVE ECOLOGY ONSITE

- Use local, sustainable materials and plants, and green building practices
- Use a child-/bike-powered energy generator somewhere onsite
- Unpave some areas to create diversity in surfaces and increase rainwater infiltration; install a rainwater catchment system to collect stormwater
- Add a pond with frogs, tadpoles, etc.
- Add plantings for wildlife (e.g. pollinators and birds)
- Install duplicate energy meters in a convenient location inside so children can read them and keep track of the school’s energy use
- Reflect the rhythm of nature

DESIGN THE SCHOOL SITE WITH COMMUNITY STEWARDSHIP IN MIND

- Design a low maintenance site that is easy to care for
- Use low maintenance, drought tolerant plants
- Plan the site with good visibility for easy supervision

MAKE THE YARD COMFORTABLE, WELCOMING & BEAUTIFUL

- Add mosaic murals to replace fading artwork
- Beautify or replace the aging perimeter fence
- Acknowledge the school’s history and age in the design
- Create a vertical garden
- Plant trees for shade
- Plant flowers and vegetation with a variety of colors

**KEY SITE WALK FINDINGS**

In March 2011, the Spring Valley 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 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 Spring 2011, are included in *Appendix C: Photographs of the School Grounds*.

As some of the photographs below illustrate, at the time of our site walk, the school had red, metal beams and a “skirt” of fabric connected to the school building walls above the first floor. These elements are temporary and are slated for removal. They were installed during the school’s modernization process to provide safety during work on the building façade.

**EXISTING SCHOOLYARD USES**

**North Yard along Jackson Street**

The front of the school, along Jackson Street, greets the street with an aging chain link fence and some utilitarian signs with school policy notices, shown left (top). Several street trees provide a nice tree canopy overhead, but there isn’t any vegetation within view of the sidewalk on the school site. The sidewalk and the schoolyard along Jackson Street are steeply sloped, and descend to the west.

The schoolyard along Jackson Street includes a narrow, paved space that is shaded by the adjacent school building. Jackson Street is narrow and residential, and traffic only flows in one direction in front of the school. Parking is scarce in this neighborhood, so two cars are usually parked on the west end of the front yard, near the vehicle entrance, shown left (bottom). The east side of this yard, near the newly constructed pedestrian gate, receives a lot of foot traffic as children, teachers, and parents travel through it from one place to another.
At recess, the Jackson Street/north yard is currently used by the kindergarteners and first graders, who jump rope here, use their hula hoops, and play other games. This space is generally not used for ball play due to the steep slope. After school, this yard is used as a location for children to line up as they wait for the school bus to arrive along Jackson Street. The school indicated that if this yard is used for another purpose, they could reconfigure their bus waiting zone and also move their parking spaces out of the Jackson Street yard, so these uses were not considered constraints.

**Lower East Yard – Kindergarten & First Graders**

The east side of the school has two levels that are used by different grades. The lower portion of the east yard, closest to Jackson Street, is currently used as a recess play space for kindergarten and first graders, along with the space mentioned above that is north of the school building. The east side of the yard is dominated by a very tall fence (more than 15 feet tall) that is wooden on the bottom portion and chain link on the top, as shown in the photograph on the right. The tall fence on one side and tall building on the other make the yard feel like a narrow corridor.

This space contains a play structure intended for small children, a small ball play area, and the school’s main pedestrian street entrance. The whole space is used for active play of various types. Children who want to play imaginative games usually go to the corners where there are fewer balls in the air—such as the corner near the pedestrian gate and some tiny nooks under the play structure.

**Ramp Area**

A wheelchair accessible ramp connects the lower and upper playgrounds on the east side of the school. The combination of the ramp’s layout and the adjacent stairway create a pedestrian bottleneck that is problematic for classes as they move through the school grounds. (All of the children want to take the stairs, which are much more direct than the circuitous ramp.) The ramp includes a concrete planting bed along its length, divided into two separate rectangular spaces, as shown to the right. A tree planted in the upper bed died within the first year of planting, and it appears that lack of drainage and poor soil conditions may have been the causes.

**Upper East Yard – 4th & 5th Graders**

The fourth and fifth graders use the largest yard, located at the school site’s southeast corner. This space, shown on the following page, includes a larger play structure, basketball hoops, striping for kickball, four square, and other games, and a storage container used to hold equipment for physical education classes. The school community has also added some raised planting beds near the doorway to the cafeteria and along the edge of the building. Two big murals adorn the tall walls in this part of the playground.
South Yard – 2\textsuperscript{nd} & 3\textsuperscript{rd} Graders

The south yard, along Washington Street, is at an elevation that is similar to the adjacent 4\textsuperscript{th} and 5\textsuperscript{th} grade play space—but is substantially lower than the sidewalk along Washington Street. The central portion of this yard includes an entry staircase that used to be used regularly, but is now no longer used. A new pedestrian gate sits at the southwest corner of the site. Most of this yard is used for active, ball play at recess. Some games also extend to the adjacent parking areas if cars are not present and if the vehicle entrance is closed (as it often is during recess). After school hours, the south yard is often used as a parking lot.

West Yard – Parking

The west side of the school, shown left, is a narrow corridor that was once used as part of the playground, but is now used almost exclusively as a parking lot. Two handicapped parking spaces are located at the far southwest corner, and an accessible pathway extends from those spaces to a ramp on the building’s west side. The far northwest corner of this yard, at the vehicle entrance along Jackson Street, is used to store trash and recycling bins.

MICROCLIMATE VARIETY

Spring Valley Science School is located in northeast San Francisco, not far from Broadway and Hyde Street. The neighborhood has mild weather and a good number of sunny days. There are no living trees on the school grounds, but the building and tall perimeter fences and retaining walls cast shade onto parts of the school grounds at different times of the day. The upper east yard (4\textsuperscript{th}-5\textsuperscript{th} grade space) and the south yard remain the sunniest of all of the spaces.

PEDESTRIAN & VEHICLE CIRCULATION

The busiest pedestrian entrance at the school is the alcove entrance in the front of the building on Jackson Street. Pedestrians also enter the school site through the smaller entrance at the south end of the grounds on Washington Street, and through the vehicle gate on Jackson. Once on the school site, pedestrians use the building’s entrance on the north side, the cafeteria entrance on the east side, and the door on the south end of the building. There are also other external doors that are used less frequently. On the building’s west side, the girls’ restroom door also doubles as the wheelchair accessible entrance to that side of the school—meaning that visitors of either gender, in a wheelchair, may go through the girls’ bathroom in
order to come into the building. This is a situation that the school feels is less than ideal, as it is often used by delivery personnel (mostly after school) wheeling supplies into the building. The south yard also includes a bike rack, which will be moving soon to west yard, closer to the vehicle entrance.

Cars deliver students to the school along Jackson Street and wait for them there after school. Many parents arrive on foot or by bus to pick up and drop off their children. School buses stop along Jackson Street before and after school.

Delivery trucks enter the schoolyard through the playground’s vehicle entrance on Jackson Street, and park near the handicapped spaces. They then use a handcart to bring food into the cafeteria via the ramp that leads from the parking area (through the girls’ bathroom) to the cafeteria. (This is not ideal, as mentioned above.) Garbage and recycling trucks park on Jackson Street, outside the school’s vehicle entrance. Bins are rolled by hand to the waiting truck. The bins are also rolled between their storage location and the cafeteria on a daily basis. Our site walk group discussed that the path the bins follow from their storage location to the cafeteria could also probably be used by the delivery companies—in order to keep their trucks off the school site and their handcarts out of the girls’ bathroom. (This is appears to be a policy-related decision rather than a physical site issue, and could potentially be resolved through a conversation with the delivery companies.)

As far as we are aware of, the school’s emergency plans do not include fire trucks that come onto the site. Rather, fire trucks plan to pull up next to the school along Washington and Jackson Streets, and use long hoses to combat any fire they find onsite. A map from the school district shows the 150 foot fire apparatus access areas that have been approved. These lines are shown on the Circulation Diagram in Appendix B.

**WATER SOURCES**

Our green schoolyard committee walked around the school and noted the hosebibs we encountered along the way. As shown in Appendix B’s Schoolyard Ecology and Infrastructure map, we found only three outdoor hosebibs onsite. One is in the west yard (where the cars park), one is in the upper east yard, and the third is on the south side along the building’s planter bed. The first two mentioned above are also near existing drinking fountains. We did not see any other outdoor water sources on our walk, so the rest of the site appears to be entirely without easy access to water. Water access to the playground will need to be greatly improved in the future if the school is to add the greenery that they desire.

The school is interested in researching whether the roof of the PE storage container is suitable for rainwater harvesting. If it is, then they would like to capture some of the stormwater in a cistern nearby and use it to partly offset their future irrigation needs for planned plantings. This will be helpful for irrigating some of the plantings they have planned, but they will still need additional hosebibs with municipal water in many places. Please note: Our site walk team did not check the hose bibs that are marked on the Schoolyard Ecology and Infrastructure map (Appendix B) to make sure they were operational.

**OPPORTUNITIES & CONSTRAINTS**

During the site walk, the green schoolyard committee identified some areas of opportunity and constraint onsite. The map on page 9 includes these zones and the following text describes the main themes.

**Constraints**

For this planning process, we assumed that the perimeter fences, retaining walls around the school grounds, ramps, and newly built entrances and wheelchair accessible pathways were fixed components of the school site. We also assumed that the existing play structures were fixed components, but we noted
that the mat underneath the larger play structure is larger than is required for the fall zone. For this reason, 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.

Opportunities for greening

Since the school site is small and configured very tightly, the spaces that were immediately apparent as greening options were compact. The map above shows potential green space indicated on the north side, on both sides of the pedestrian entrance (some of which is in the shade), some space around the wheelchair ramp and PE storage container in the middle of the east yard, and some small areas along the south side of the building façade. As the project moved forward, the school community expanded these areas to include more of the south yard, as shown in the concept plan that resulted from this design process.

Opportunities for additional uses

There were also many ideas for this schoolyard’s opportunities that go beyond greenery to include other changes in the way the yard functions. The school community would like to balance active play with other types of learning and play opportunities. Since the majority of the site 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. The primary PE space is in the upper east yard, and a secondary ball play space is in the lower east yard. The yellow color of these spaces on the map above indicates that the group thought that other uses could be worked into the perimeter of each of these zones.

There are also other underutilized pockets of the school grounds that could be repurposed or enhanced to allow for additional uses while they continue to serve their existing purposes. For example, spaces at the edge of the parking lot were considered for gardening and other types of enhancements.
CHILDREN’S FAVORITE & LEAST FAVORITE PLACES

In March 2011, Bay Tree Design developed a mapping activity to solicit children’s feedback about the current configuration of the schoolyard. Faculty members from each grade level implemented this outreach effort by interviewing their students in grades K-5. At least one class in each grade participated. (Feedback from the second and third grades was gathered from approximately 60 children each.) Together they collected information from approximately 200 students, representing all of the grades!

To complete this activity, the teachers asked each student to identify their favorite and least favorite outdoor places at school. In most cases, 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. Some of the teachers also summarized the feedback from their classes with other forms of notation on the maps. Some students also proposed ideas for new features they would like to see in the schoolyard. Copies of the maps produced during this exercise are included in Appendix D: Children’s Favorite & Least Favorite Places.

RESPONSES BY GRADE LEVEL

Kindergarteners responded that they like the play structures onsite and expressed their desire to keep both of them. They dislike the areas where cars park onsite because they make them feel unsafe. They would like more to do on the playground, in general.

The first grade class talked about ideas for improving the grounds. They recommend including more planter boxes along the building wall on the south side and a water feature (pond or bird bath) near the ramp. In their own play space, they would like to see a living playhouse (made of plants), topiary sculptures, and vertical gardens.

Results from the second graders were summarized by the teacher. They enjoy the play structure on the upper east yard and some children like to play soccer in the south corner of the west yard. The children don’t like the portion of the second grade yard that is near the cars, and they don’t like the area of the west yard that includes parked cars and trash bins.

Comments from the third graders spanned the whole school grounds. Most of the positive comments centered around sports games (handball, four square, dodge ball, basketball, soccer) and the play structure—activities that all occur on the far south side of the school grounds, from east to west. Some students were not fond of these same areas because they disliked getting hit by balls or found the spaces too sunny. Other students picked the unused set of old stairs along Washington Avenue as their favorite place because they like to go there to socialize and have a quiet, peaceful conversation with friends. The adults found that particularly interesting because they dislike the stairs and wanted to remove them. The third graders’ feedback about the west yard’s parking and trash storage areas was entirely negative, as were their comments about the lower east yard. (They find it too small and don’t see much to do there.)

Fourth graders’ comments also spanned the entire school grounds and even included the building! The highest concentration of favorite places falls in their own yard (upper east yard), from the ramp to the play structure. They had almost universally negative feelings for the lower east yard and south and west yards. Many children also chose places inside the building that they disliked. They did not specify their reasons.

Fifth graders’ comments were almost identical to the fourth graders’ opinions, but the space they like contracted. The fifth graders, overwhelmingly, dislike the play structure and feel that it is too small for them to use. (The elements are too low and without interesting challenges.) They also dislike the area with the PE storage container. Most of the positive comments center on the ball games in the east yard, including handball and four square. A few fifth grade students, interestingly, chose the kindergarten yard as their favorite place. (No explanation was given.)
PARTICIPATORY DESIGN WORKSHOP

A group of eleven PTA volunteers and school staff members, including Principal Kwong, met in April 2011 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 the school grounds, combining the ideas generated during the project’s kick-off discussions with the site analysis research and children’s feedback. At the end of the workshop, each group presented their draft schoolyard designs to one another.

GROUP A

As shown on page 12, Group A’s design extends all around the school building, but is focused on the spaces the children use most on the north, east and south sides of the site. Their design creates a mix of paved and unpaved spaces with a wide variety of things to do at recess and during class.

On the north side of the school, Group A would like to remove the pavement from the whole yard and replace it with a shade garden for recess play. The shade garden would include a sensory garden, with things to look at, touch, smell, hear, and taste, and venues for imaginative play such as a playhouse, a living playhouse (made from plants) and a bamboo teepee. This space would also include a rainwater-driven water feature that would capture rain near the entry gate (on a new roof) and let it run into a small channel to the west end of the site, to end at a pond. A mosaic mural with more than 100 years of the school’s history would adorn the building wall.

In the east yard, they envision the lower play area with additional perimeter plantings and social seating to make the space more comfortable. It would also receive mosaic murals (including on the concrete “L” bench behind the play structure), water painting boards and a tire or log balance beam to play on.

In the upper portion of the east yard, Group A would like to see a teaching garden developed near the ramp and PE storage container. This space would include: a rainwater catchment system that collects water from the PE container’s rooftop and stores it in cisterns; a pond in the space between the ramps (an idea Bay Tree Design originally proposed); a covered teaching space; and places to grow an edible garden in the ground and in raised containers. They would also like to add game boards for older children along the building’s edge. In the area near the play structure, they would like to add a lateral (horizontal) climbing wall on the east retaining wall, and to remove the “extra” mat around the play structure that is...
not required for the play structure or climbing wall’s fall zone. This extra space would be converted to planting beds, some of which would include tree trunks as seats.

On the south side of the building, Group A envisions some additional green space in the form of new planting beds around the stairway and building entrance, and a wide soft area planted with turf/grass. A piece of bike-powered kinetic artwork would adorn the south edge of the site, near the grass. A space for game boards would be added along the building. This group would also like to add a lemon or lime tree in the small recessed area at the far southwest corner of the site (next to the wheelchair accessible parking space).

The west side of the school building would remain devoted to staff parking. However, they would also like to add a bike rack on the west side along the building, and a “standing classroom” (no place to sit down) with a vertical garden along the west wall of the school. The vertical garden would make use of the protected, narrow corridor between the wheelchair ramp and the building wall, and the western exposure.

Group A would also like to consider adding a running path that would extend around the perimeter of the school, so that children can get more exercise.

GROUP B

As shown on page 13, Group B’s design addresses many of the same ideas as Group A and has many of the same general spatial recommendations—with the exception of the idea to keep the southwest yard completely open for ball play.

Group B’s plan shows the asphalt completely removed from the north side of the school and the new space turned into a nature play zone with a prominent, recirculating water feature/creek that the group
referred to as their “spring” valley—with water bubbling up out of the ground. They envision the plants as a “fern grotto” like the understory of a redwood forest. In this plan, the water would flow under the main pedestrian entrance, making it feel like a bridge, and would circulate back to the origin with some type of pump. The remainder of the corridor would have boulders and other interesting features.

In the lower portion of the east yard, they would like to see an open play area for ball play where the existing four square courts are located. Additional plantings and artwork would also adorn the perimeter of this space. Like Group A, they would like to see a portion of the planter bed between the ramp turned into a pond. However, they would also like to create a stormwater runnel that travels along the railing of the ramp to the pond.

In the upper portion of the east yard, Group B would like to develop a garden next to the PE container with a rainwater catchment system that includes a cistern, visible to the children. This space would also have an “L” shaped bench where children can sit and talk with one another. The overall gardening space in this area of their plan is much smaller than the space Group A designed, leaving the majority of this playground paved and open for ball play. (See dotted red line above, indicating area desired for paved ball play.) The group also stated that the teachers felt it was important to keep this area open for school assemblies, as well.

In the south yard, the group would like to remove the asphalt between the play structure and the central stairway/building entrance, to create a large, in-ground edible garden with a path running through it. They would also add seating and artwork to this area. The portion of this yard adjacent to the parking would be left paved in order to help cars parked in this corridor to turn around. The group also created an alternate layout idea for this area, shown on the left side of the pin-up in red and green (above). In this example, the
garden space takes up a portion of the south yard, and a gentle hill is created between the stairs and the play structure, against the retaining wall along Washington Street.

Like Group A, Group B envisions the west yard as a parking corridor with space for a new bike rack and a vertical garden.

**CONCEPT PLAN**

After the design workshop, Bay Tree Design reviewed the school community’s ideas and combined them with our own design perspective to create the first draft of the concept plan. This plan was subsequently reviewed and refined by the Spring Valley Green Schoolyard Committee and school community, Principal Kwong, SFUSD Green Schoolyard Program staff, and Bay Tree Design. The resulting concept plan, approved by the school community in May 2011, represents the culmination of the school community’s work to date.

The plan expresses the Spring Valley Science 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 the schoolyard’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 May 24, 2011, included on page 17.

**CENTRAL 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**

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 in the design. The project also seeks to foster imaginative play, create flexible multi-use spaces, improve the children’s access to nature, and promote beauty onsite by softening the environment. The plan proposes removing some asphalt to create a substantial edible garden and a new outdoor classroom and nature play zone to complement the existing ball play areas of the yard.

**Education**

The green schoolyard plan includes several key areas that will become rich outdoor classrooms with seating areas and places for hands-on learning including. These vibrant outdoor learning spaces, with curriculum-tied features, are 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 schoolyard will house educational features such as rainwater cisterns and a renewable energy system, an edible garden for nutrition lessons, wildlife-oriented plantings and educational striping on the playground (maps at many different scales, a compass rose, a human sundial, and solar system model). The plan also includes a mural along the eastern wall of the school grounds that will celebrate the school’s history as the
oldest school (still operating) in California. 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 such as smooth boulders, mulch and other wooden items with interesting textures, and plants in many colors.

**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 teaching garden 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 rainwater harvesting features of the plan (cistern, swale, stormwater wetland, and asphalt removal) will reduce the amount of stormwater that flows into the city’s stormdrains. Planted areas in all parts of the plan will also be irrigated efficiently. The new shade trees will cool the air on the playground on sunny days, reducing the “urban heat-island” effect. The plan also calls for a small solar (photovoltaic) panel that will power a pump system in the new pond, demonstrating renewable energy production to the children.

**Recreation/Play**

The plan includes areas devoted to active play, exploration and imaginative adventures in addition to the play structure 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. Space for physical education classes will be focused in the upper east yard and a portion of the lower east yard. Some ball play activities will continue to occur at the south end of the west yard when the vehicle gate is closed.

**Comfort & Beauty**

The new design will make the schoolyard a more comfortable place by providing shade, adding seating, and adding new nature and imaginative play areas where children can relax comfortably and play creatively, without getting hit by balls. The seating options in the playground will range from small, informal spaces to a larger outdoor classroom intended for a full class to gather. The green schoolyard plan will beautify the school grounds by adding artwork, improving curb appeal, and bringing more trees and plants to the site.

**Community Stewardship**

The schoolyard improvements will require some maintenance and at the same time provide the Spring Valley Science School community with an opportunity to personalize their space. The Spring Valley Green Schoolyard Committee and the school community 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.
CONCEPT PLAN DESIGN SUMMARY

The green schoolyard concept plan for Spring Valley Science School is conceived as a series of outdoor rooms that each have different uses for learning and play. They are tied together by a painted pathway that links all of the outdoor spaces onsite, and by new plantings and murals that will cover the walls around the perimeter. Each area of the school site is used by different grade levels in the schoolyard’s current configuration, but with this new plan, the school has decided to reconfigure the management of their space so that all students will be able to use the gardens at class time. Recess play areas will remain the same.

The text below follows the concept plan clockwise, from the front of the school in the north, along Jackson Street, to the parking areas on the west side and also discusses elements that tie all of the spaces together. Please see the attached concept plan on page 17, completed May 24, 2011.

North Yard along Jackson Street

In its current, paved configuration, the north yard is not a major asset for the school. The plan seeks to transform this space into one of the children’s favorite places by creating a welcoming environment they will enjoy that will also be visually appealing for the neighborhood. The plan suggests adding welcoming signs near the pedestrian and vehicle entrances on Jackson Street, and improving the fence, itself, if possible in the future. (Replacing the fence is likely to require a major investment, but its appearance could potentially be improved with the addition of artwork or other cosmetic treatments.)

The paved north yard will be dramatically transformed into a rich, vibrant, nature zone for use by classes and for playtime at recess. To accomplish this transformation, the asphalt will be removed and a wheelchair accessible, meandering pathway will be created from the east side of the yard to the west. The rest of the space will be kept unpaved and will become a park-like environment with shade-tolerant shrubs, boulders, and a mulched ground surface. Play features in this yard will include a vine-covered, bamboo teepee playhouse on the east end and a secondary pathway made from tree stumps and a “digging bed” (where children can explore the soil and look for insects) at the west end. A new, low fence with a gate will be installed at the west edge of this yard to keep this space separate from the vehicle traffic in the yard.

The nature play zone will include boulders and logs as focal points, and will be nested in native, shade tolerant shrubs. Plants should be selected for their play value (producing “loose parts” that are interesting to play with) and for their value as bird habitat. Native plants should be used where possible to improve the wildlife habitat value of the site and to keep the environment’s need for water to a minimum once the plantings are established. Select boulders for this space that represent rock types found in San Francisco and throughout California, so that they may be tied to the school’s geology curriculum.

A rainwater harvesting system, with additional play features, will be created along the northern edge of the site. The plan shows a new, elevated canopy—mounted on top of the existing pedestrian entrance—that will shed rainwater toward the nature zone where it will be collected in an adjacent cistern. When the cistern is full, excess rainwater will be directed into a shallow swale/dry creek that runs the length of the yard. The swale will bring the water downhill to the west where it will end in a rain garden/wetland.
ACTIVE PLAY PATHWAY
- Plant a “hoppscotch” pathway around playground to encourage exercise and imaginative play
- Add leaf patterns and animal footprints inside hoppscotch circles
- End pathway at “tun” labyrinth

VERTICAL GARDEN & AQUACULTURE
- Plant vertical garden along building wall in unused pocket of space between ramp & walk
- Connect vertical garden to enclosed aquaculture system to share nutrients with plants
- View vertical garden & aquaculture system from adjacent ramp

PARKING & VEHICLE ACCESS
- Staff & after-hours parking will continue to occur along walk in rear of yard
- Keep central lane unobstructed to allow for vehicle & emergency access

SOLAR SYSTEM MODEL
- Paint a scale model of the solar system on asphalt, down the center of western yard
- Superimpose painted lattice in the “sun”

CURB APPEAL & WELCOME ENTRANCES
- Replace aging, Jackson Street fence if funds allow or improve curb appeal of home by adding artwork, monitor visibility;
- Remove unneeded, old, central gate
- Add welcoming signs near vehicle & pedestrian entrance
- Add bicycle rack

RAINWATER HARVESTING & WATER PLAY PUMP
- Add artistic detail & water fountain and use for distribution of toasts in adjacent classroom
- Use water to irrigate nearby plantings
- Excess stormwater directed into small, meandering, "dry creek" channel ending in dry, planted marsh
- Play pump (municipal water) uses same channel & keeps marsh plants moist when weather is dry

EDUCATIONAL STRIPING
- Add curvilinear math, alphabet, color/shape grids to four-square court

PLANT BUFFER
- Separate ball play from play structure & art area using planting bed with flowering shrubs

ART STUDIO
- Add well-maintained “water painting” boards for recess creativity

OUTDOOR CLASSROOM & NATURE PLAY ZONES
- Remove asphalt to create water, mulch use for learning & play along north side of school grounds
- Add accessible pathways & varied seating options to encourage social gatherings & outdoor learning
- Build trelis-covered outdoor classroom with seating walls & benches
- Create park-like nature play area in shady zone along Jackson Street
- Include a sensory garden, plants with “tough parts” for creative play & a mulberry tree to connect with silkworm curricula
- Encourage interaction, collaborative play, & exploration by adding a playhouse, "tepees,” logs, boulders & a digging bed
- Include weather station equipment

HISTORY MURAL
- Add mural to perimeter wall to celebrate the 100 years of this school’s history
- Devon Impasto scenes from San Francisco’s past

MURAL
- Replace artwork on south playground wall (along Washington) with new tile mosaic or painted mural extending the length of wall

BALL PLAY ZONE & GATHERING SPACE
- Relate central, paved space for ball games, active play & school assemblies
- Use overlapping game striping at different times to promote varied ball games & active play
- Separate ball play areas from play structure using an "island" of feature play with a shade tree, log stumps & shiny shrubs

CRAWL SPACE
- Install crawl ceiling well along south wall of yard, above existing safety surface (children stay low to the ground & move horizontally, not vertically)
- Install crawl doors for drawing & water painting along east wall below play structure

CURRICULUM CONNECTIONS
- Teach geography using painted maps of the world, USA, California & San Francisco (near Jackson)
- Connect map layouts to nearby compass rose to teach geography
- Use human sundial within compass rose to teach lessons about time-telling & astronomy

EAST GARDEN
- Create planting beds (in-ground or slightly raised) between ramp & playground
- Use an existing "hopping garden" or pollinator garden
- Include bench seating with garden box storage space underneath
- Paint game board on ground or in hole existing
- Collect rain from roof shed with rainbarrel in systems for use with nearby plants

VARY TOPOGRAPHY
- Use the new, low fill & plantings as a recess play space
- Add seat wall as a low retaining wall between play structure & fill to make play change
- Remove unused northeast corner of safety run to improve pedestrian & vehicle traffic flow

WALL ACTIVITIES
- Install climbing wall along south wall of yard, above existing safety surface (children stay low to the ground & move horizontally, not vertically)
- Install chalkboards for drawing & water painting along seat wall beneath play structure

SOUTH GARDEN
- Remove asphalt in these adjacent locations to create an in-ground, edible garden & low hillside with a recessed boulevard seating area & space for berry bushes & other plants
- Surround the edible garden with boulders to keep cars out of plants
- Include accessible pathways, compost bin, sink, potting lanes with varied heights & small garden art
- Add nearly solid frame style greenhouse in place of existing raised beds along building’s south wall

MURAL
- Replace artwork on south playground wall (along Washington) with new tile mosaic or painted mural extending the length of wall

WALL ACTIVITIES
- Install climbing wall along south wall of yard, above existing safety surface (children stay low to the ground & move horizontally, not vertically)
- Install chalkboards for drawing & water painting along seat wall beneath play structure

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Concept plan by Bay Tree Design, Inc.
The base map used for this plan is a simplified version of a site plan by KWA Architecture + Engineers, created for SFUSD’s 2006 Proposition A Bond. Bay Tree Design, Inc. added additional information gathered during site visits and discussions with the school community.
before reaching the vehicle entrance. The rain garden is envisioned as a space with plants and boulders that allows the water to be absorbed into the soil. (It is not envisioned as a pond with standing water. The overall water volume is expected to be low.) Please note: This is a conceptual design. Stormwater runoff calculations have not been undertaken for this project yet, and will need to be completed in the next phase of the project.

This system will be an educational feature for the school, connecting the rain that falls on the site to the local watershed and introducing ideas of water conservation and infiltration. This system will also have a play component that will use the very same water channel. When the weather is dry, students will be able to use a hand-powered pump to move small amounts of municipal water into the same channel, and play with it along its course, creating small dams and floating small sticks down the channel. This will also serve to keep the plants in the channel and the wetland alive, since they will be watered while the children play.

**Outdoor Classroom near Jackson Street’s Pedestrian Entrance**

The northeast corner of the school site, next to the Jackson Street pedestrian gate, will also be softened and transformed into a learning and play space that will compliment the offerings in the north yard. Although not far from the north yard described above, this space receives more sunlight and should be able to support a wider variety of plants. The transformation will begin with the removal of the asphalt in this area, which will be replaced with a softer, permeable ground surfaces and wheelchair accessible pathways.

This space will include the largest outdoor classroom onsite, envisioned as a raised seat wall that divides this new area from adjacent ball games. A trellis will be mounted overhead and vines will grow up the open walls of the structure and along its roof. The floor of the outdoor classroom will be wheelchair accessible. The classroom will be surrounded by shrubs, boulders, a small tree, and a playhouse. The tree selected for this location may be a mulberry, to tie in with the school’s silkworm curricula, or a different tree could be used here and the mulberry planted in the upper yard instead. If a weeping mulberry tree is chosen, its cascading branches would be a useful addition to this play space since they will naturally form a “living playhouse” for the children to enjoy.

**Lower East Yard**

In addition to the outdoor classroom, mentioned above, the lower east yard will include ball play space for four square and other games, a hopscotch board, and the existing play structure. A small, new planted area between the play structure and the ball games will act as a buffer to separate those two activities. This planted buffer could be created using a raised bed or an in-ground planting space, with sturdy, flowering shrubs that can withstand the active uses that will surround it.

The eastern, perimeter wall near the play structure will become an outdoor art studio with the addition of wall-mounted chalkboards or easels for “water painting” and other creative activities at recess or during class time.

The remainder of the lower yard’s east wall will become a colorful mural that depicts the school’s history. As one of the very first schools founded in California in 1852, and the oldest school still running in the state, Spring Valley has a wonderful history to celebrate. The mural will illustrate a timeline of the most important scenes from the school’s 150+ year history, and touch upon significant historical events that occurred during those periods. If desired, the school could involve teachers and their students in researching this history and in envisioning ways to represent it in the mural. The mural is likely to be created by professional muralists or mosaic artists.
Ramp between the Upper & Lower East Yards

The transition between the upper and lower east yards was recently renovated and now includes a stairway next to the building that follows a reasonably direct route and a circuitous ramp that flows back and forth between the yards and surrounds two small, linear planting beds along the way. This configuration has resulted in a pedestrian bottleneck when more than one class tries to move between these spaces, since everyone tries to take the faster path, along the stairs.

The concept plan seeks reduce some of the traffic flow problems in this area by enlivening this space and making it more interesting for the children to take the less traveled ramp. To accomplish this, we envision adding a small pond to the lower planting bed that is within the ramp, and creating a planted tunnel that will span a portion of the ramp and use the central planting bed as an anchor point.

The tunnel is envisioned as a sturdy, lightweight trellis that will arch over the top portion of the ramp, high enough so as not to impede movement of people along the ramp. Leafy, flowering vines will be planted in the central planting bed, and in a newly created bed along the south side of the ramp (in the upper playground). The vines will be encouraged to grow up and over the arched trellis, but will be pruned so they remain somewhat transparent, so the interior space is easily supervised. A small solar panel for the pond will be mounted in the new, upper planting bed near the base of the arch. The wiring for the panel will pass up and over the arched trellis and back to the pond. This will be easiest to accomplish if the trellis post is made from a hollow tube, at least in that location, so the wiring remains hidden. The pond will be stocked with plants and fish for the children to enjoy, and the water level will remain shallow. A painted pathway, discussed below, will also meander through the tunnel along the ramp, to encourage children to choose that route to the other yard.

East Garden – Upper East Yard

Then north end of the upper east yard includes the PE storage container and is very close to the ramp. This new garden space will create planting beds along the edge of the ramp, for the reasons described above. This space may also be used to grow other types of edible or ornamental plantings, and could be used to attract pollinators. Plants should be selected for their durability—since balls from the adjacent sports areas will certainly land in the planter somewhat frequently. This planting area can be created as an in-ground bed or as a raised bed that is kept low to the ground. It would be best to avoid creating a high planter in this location since that would block sight lines to the interior of the ramp/tunnel, and make the inside of the tunnel too enclosed.

The plan also shows a small, new tree in the east garden, in an in-ground bed or tree well near the PE storage container. A “U” shaped bench, located between the tree and the perimeter wall, provides a quiet nook for students who want to get away from ball games during recess. The plan also shows a painted board game in the center of this bench that could be drawn on the pavement below or on the surface of a small table if one is built to accompany the benches. These benches are envisioned as storage units, with hinged seats, that can be used to keep garden tools and other garden-related supplies handy for use in the adjacent planting beds.

The roof of the PE storage container will be used to collect rainwater. The rainwater will be stored in cisterns behind the storage container and used to water the nearby gardens.

Gathering Space, Ball Courts, Sports Striping & Game Play Areas

Ball courts: Ball play and physical education space will remain key components of the schoolyard plan. The primary areas for these games will be the center of the playground on the upper east yard and the middle of the lower east yard. Ball games with game striping will include: four square, basketball, and
kickball. Soccer will still be played onsite, without striping. The largest open space in the upper east yard will also continue to be used as a gathering space for the entire school community during morning assemblies and other types of all-school or community gatherings.

**Painted games:** In addition to sports, painted markings have been added to the schoolyard in this drawing to provide other recreational opportunities. The play markings include a labyrinth for contemplative walks and life size board games, both located on the southwest corner of the school site. Additional board games of various types and sizes will be painted in the south yard and in the seating nook mentioned above in the east garden. The concept plan also includes an active play, hopscotch-style pathway composed of painted circles, inspired by a design that is used in Japan (shown, right). The hopscotch path will encourage children to use the entire school grounds, circulating from one yard to the other, and using the ramp along the way.

**Curriculum Ties to Painted Playground Elements**

The concept plan uses paint on the pavement to add additional games and academic activities to each of the yards on this school site, all the way around the building. This will expand the educational uses of the grounds and add interest throughout the site without consuming space needed for other activities. These elements connect to the school’s existing curricula, and will share space with some of the striping for sports games since they are intended to be used at different times.

**Geography:** Teachers will now be able to give students a sense of their location in the world and teach geography onsite using maps painted on the playground that include four levels of scale: the world, the United States, California, and San Francisco. Each map will have a “star” that shows the school’s location. A compass rose painted at the center of the upper east playground compliments the maps. Maps should be painted so that the (accurate) north arrow of the compass rose corresponds to the maps’ orientation.

**Measuring time:** A “human sundial” will be painted at the center of the compass rose, in a manner that is similar to the photograph shown to the left. To read the time, a child will stand at the center in a position that is marked with the season or the date, and raise her/her hand over his/her head. The shadow cast by the child’s hand will tell the time on markings on the ground.

**Solar system model:** A scaled drawing of the solar system will be painted on the asphalt in the west yard, along the middle of the yard where the cars do not park. The model will begin on the south end of this yard, with a painting representing the sun. This painted sun will also include the labyrinth described.
above, superimposed on top of it. Planets will be arranged from the “sun” to the vehicle entrance on Jackson Street, with the distances between the planets represented in scale. The drawings of the planets, themselves, are intended to be artistic, rather than in scale since a scale model of the planets would be too small to notice! The planets should also be labeled.

**Math & alphabet grids:** The plan shows some number and alphabet grids superimposed on the existing four square court in the lower east yard. The idea here is to create grids that are filled with curriculum-tied elements such as numbers and letters. The teachers are interested in representing more than 100 numbers in the number grid, so that it can begin with negative numbers and end above 100. The letter grid could include capital and small letters as well as shapes and/or colors. The same grid idea could be used to represent different types of animal tracks or leaf shapes for native trees, or any other element that the school is teaching that can be shown in a graphically simple manner.

**Play Structure Zone – Upper East Yard**

In the children’s reviews of their favorite places onsite, the play structure in the upper east yard did not rank as favorably as adults might anticipate. Older children feel that the structure is not challenging enough and does not have much to offer. The concept plan seeks to enliven the play structure and the area that surrounds it, to make the space more engaging for all of the children.

A planted “island” is shown between the play structure and the ball play area and will act as a buffer between the two spaces. The center of this unpaved, soft space is a meandering path of log rounds, slightly raised to make the path more interesting. It is surrounded by sturdy plantings and includes a shade tree with a wide canopy that will provide some microclimate variation for this otherwise hot and sunny space. Some of the play structure’s mat has been removed in the drawing to make space for this “island.” The portion that was removed falls outside the required fall zone shown in the base map (see dotted line around the play structure in the drawing). The northwest corner of the mat has also been removed to allow more space for classes to walk around the corner of the building.

Tall retaining walls and fences rise around the play structure. The concept plan shows one wall redeveloped with chalkboards to become an art studio for recess drawing and water painting activities. The other wall is shown as a lateral climbing wall, above the existing safety surface, that students would use to move horizontally along the wall, keeping their feet very close to the ground. This would be accomplished using climbing holds set onto the wall if the wall is sturdy enough for that. (This needs further study from an engineer.) Please note: This type of climbing wall is not currently permitted by SFUSD, although they are in use in some parks in San Francisco. We have included this idea in the plan because this is seen as a long range planning document, and policies within the school district may change over time. This is not an item that is being considered for installation in the near future, and would only be installed with the school district’s permission.

At the west edge of the play structure’s mat, the concept plan shows a new, mosaic-covered seat wall that also acts as a low retaining wall to support the small hill in the new area to the west, described below.

**South Garden**

Asphalt will be removed from three adjacent locations on the south side of the school grounds to create an in-ground edible garden and a low hillside for use with classes and during recess. The hillside will include a wheelchair accessible recessed boulder circle to be used for informal class seating, and space for berry bushes and other plants on a low hill. The hill will be supported by the existing retaining wall to the south, the new mosaic-covered seat wall to the east, and the existing stairway to the west. It will be quite low, and will serve to provide some variation in the schoolyard’s topography. Boulders will also be arranged around the hill as points of interest.
The edible garden will be surrounded with boulders to keep cars from the nearby parking area out of the plants. The space will include wheelchair accessible pathways, a compost bin, potting tables of various heights for children and adults, and a sink with water for washing hands and cleaning vegetables. A small storage shed for garden tools will be tucked between the existing flag pole and the central stairway. A cold frame-style greenhouse will be located along the building wall, at its southwest corner where there are now a set of raised beds.

**West Yard**

The west yard is used primarily as a parking lot and vehicle access lane. Staff parking and after hours parking will continue to occur along the walls of the narrow corridor. The central lane will remain unobstructed to allow access to the handicapped parking spaces at the south end and emergency access. This unobstructed lane will also be animated by the painted solar system graphic described above.

A wheelchair ramp provides access to the building along the west side. The configuration of the ramp and its railings has created an “orphaned” space between the ramp and the building. The concept plan shows this space as a “standing classroom,” as one of the teachers called it. The idea here is to create a vertical garden along the building wall in this narrow space. The garden will be connected to an aquaculture tank placed nearby, so that they can share water and nutrients. (Systems like this are commercially available and are starting to be used at schools in the Bay Area.) Classes will visit this garden on foot, and will have access to view the garden from the ramp and from the landing between the ramp and the building, at the center of the garden. There will be no seating in this area.

**Beauty & Comfort**

The green schoolyard concept plan addresses the way the schoolyard looks and feels so that students and adults will have a more enjoyable experience on the playground.

*Artwork:* As mentioned above, the plan recommends adding murals, tile mosaics and other artwork to the perimeter walls including: the fence along Jackson Street, the east wall of the upper and lower east yard, and the south wall of the south yard. The maps painted on the playground could also be executed in an artistic fashion.

*Trees:* The new trees shown in the plan will soften the yards, and add movement as the wind blows and filter the light. The trees should be deciduous so that they provide shade in the warmer months and let the sun in the winter.
SCHOOLYARD GREENING PRIORITIES & PROPOSED PROJECT PHASING

The concept plan for Spring Valley Science 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 Kwong and the Green Schoolyard Committee would like to focus their school’s 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. while also trying to fully complete each area that they develop. The school community—in partnership with the PTA and local organizations—would like to implement some of the smaller elements on their own (e.g. 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.

PRE-PHASE ONE

The school community would like to implement some small projects before Phase One of the green schoolyard project begins in order to keep the community excited about the green schoolyard and to start building the community’s capacity to care for a larger green schoolyard undertaking. This may include:

A. Create an edible garden with large, raised planters and picnic table seating, in order to begin a school-wide garden program.

B. Use the existing lower ramp planter to create the pond that is shown in the concept plan drawing. Until the larger green schoolyard work is undertaken, the solar panel for the pump system could be mounted in the adjacent ramp planting bed.

C. Add murals, welcoming signage and other artwork to the schoolyard with the help of a local artist or member of the school community.

D. Enroll members of the green schoolyard committee and school faculty in training programs, classes, and staff development workshops to build capacity and knowledge about how to run and manage school gardens and green schoolyards over time.

PHASE ONE

Phase One projects are those to be implemented 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:

E. The school’s highest priority for the use of their bond funds is to develop the infrastructure for two of the major zones in the plan, in this order of priority: 1) the three-part South Garden area, and 2) the North Yard’s Outdoor Classroom and Nature Zone. The infrastructure for each of these areas includes the following key elements:
i. South Garden – *This portion of the concept plan is shown below.*

- Remove asphalt from the three major areas that make up the garden; develop one of these areas into a low hill with recessed seating made of boulders
- Build a seat wall at the eastern edge of the hill to act as a retaining wall for the hill’s soil
- Add boulders around the western and northern sides of the garden areas to protect them from vehicle traffic; add boulders as landscape features on the new hill
- Include an irrigation system and/or one or two hosebibs convenient to the garden
- Build sturdy potting tables and a sink along the south edge of the garden
- Add a small shed, accessible pathways and seating circle, a cold frame-style greenhouse along the building wall, and high quality compost and soil suitable for an edible garden
- Consider moving the flagpole that currently stands in the south yard if cost is not prohibitive
- Finish the surface of the hillside with mulch; finish the surface of the in-ground garden with high quality garden soil
- Note: All planting in these areas will be accomplished by the school community after construction is complete.
ii. North Yard’s Outdoor Classroom & Nature Zone – *This portion of the concept plan is shown below.*

- Remove asphalt from two areas on the south side of the school grounds, on both sides of the Jackson Street pedestrian entrance
- Add wheelchair accessible pathways to both spaces
- Add an irrigation system and/or several hosebibs in convenient locations in both spaces
- In the northeastern portion of the site, build an outdoor classroom with an overhead trellis, seat wall, and wheelchair accessible permeable paving
- Build a rainwater catchment system on top of the existing pedestrian entrance on Jackson Street by: adding a roof canopy to the entryway, adding an adjacent cistern, creating a shallow swale down the length of the south yard, building and planting a raingarden/marsh at far west end of the south yard
- Install the secondary irrigation system for the north yard, which is in the form of a child-powered hand-pump. (This water source will be connected to the municipal water system and the resulting water will flow down the rainwater channel to irrigate the plants in the wetland during the dry season.)
- Add boulders throughout both spaces and a secondary path made of logs at the west end
- Finish the surface of the unpaved spaces with high quality topsoil with mulch on top; leave one area (not covered by mulch) to act as a digging bed
- Add welcoming signage to improve curb appeal along Jackson Street and more clearly mark the school’s entrances
- Note: All planting in these areas will be accomplished by the school community after construction is complete. Plantings will include shade tolerant shrubs and trees, as well as vines for the teepee playhouse. The school community will also raise separate funds to install the play-oriented features of these spaces such as the open-sided playhouse at the northeast corner.
F. The school’s second priority for the use of their bond funds is to develop the East Garden near the ramp, from the PE storage container to the school building. Features of this space will include:

i. East Garden

- Install a rainwater catchment system that collects rainwater from the PE storage container’s rooftop and stores it in adjacent cisterns; include a gauge that indicates the level of rainwater in the tank.
- Build a “U” shaped bench seating area near the PE container, that includes hinged seats with storage underneath for garden tools.
- Remove asphalt near the ramp in the upper east yard to install in-ground plantings or create slightly raised beds on top of the asphalt to grow plants above ground.
- Create a sturdy, lightweight “trellis tunnel” over the ramp, between the planting bed in the upper east yard and the bed in the middle of the ramp (The tunnel should be high enough to avoid blocking access for pedestrians and wheelchairs on the ramp.)
- Turn the lower ramp planter into a pond, if this has not already been accomplished before Phase One begins; add a solar panel to power the pond pump and position it to receive maximum sunlight.
- Note: All planting in these areas will be accomplished by the school community after construction is complete. The school community will also add painted board games to the ground or table surfaces in this area.

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. These projects would be carried out after the bond funds have been spent, using money raised by the school community—or using bond funds (and volunteer labor) if funds still remain after the items above have been installed. 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:

G. Projects from the list above that were not completed during Phase One

H. Other projects shown on the concept plan or developed by the community in the coming years
**NE X T S T E P S**

Now that Spring Valley Science School has a completed concept plan, it is time to move on to the next phase of the implementation process. Principal Kwong and the Spring Valley Green Schoolyard Committee will work with Lori Shelton and Tamar Barlev (SFUSD Green Schoolyard Program) to write an 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. planting vegetation, creating artwork, etc.), and which components should 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.
SPRING VALLEY SCIENCE SCHOOL
GOALS AND IDEAS FOR THE GREEN SCHOOLYARD

The ideas below were generated by the Spring Valley Science School community as they participated in green schoolyard project kick-off meetings led by environmental planner Sharon Danks (Principal, Bay Tree Design, inc). The parent/community kick-off meeting on March 3, 2011 was attended by Principal Lisa Kwong, 18 members of the PTA and school community, several volunteer translators, and Sharon Danks. The entire meeting was translated into Chinese and Spanish by volunteers using simultaneous translation equipment so that all of the parents present could participate fully. The brainstormed notes from the meeting were also translated onsite as the meeting unfolded. The faculty kick-off meeting on March 4, 2011 was attended by 17 teachers, Principal Kwong, SFUSD’s Green Schoolyard Project Manager Lori Shelton, and Sharon Danks.

After viewing a green schoolyard slideshow presentation given by Sharon Danks, illustrating examples of green schoolyards around the world, the assembled group at each meeting brainstormed their ideas for the Spring Valley Science School site. 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 lists below are presented in English only. The items that received the most votes were translated into Spanish and Chinese and typed up for our design workshop. They are included on page 3 of Appendix A.

LEARNING: Educational Goals and Curriculum Connections to the Schoolyard

- An outdoor cooking area (12)
- Covered outdoor teaching space related to a garden nearby; seating near plants (19)
- An area for reading/quiet area (3)
- Interpretive signs (trilingual) (3)
- Duplicate energy and water meters installed in a convenient location for children to read them (3)

- Garden connected to cultures of the school community – with herbs, etc. (2)
- Solar panels (2)
- Curricula tied to the sun, moon, and stars, (including a sundial) (1)
- Solar-powered oven

NATURE: Schoolyard Ecology

- Create an edible garden (16)
- Child-powered (bike-powered) energy generator and energy storage system (15)
- Rainwater catchment system (10)
- Pond with frogs, tadpoles, etc. (4)
- Add trees to the yard for shade, mulberries, seasonal change, colors, leaves, etc. (4)

- Butterfly garden (3)
- Animal feeders (and habitat) (3)
- Chickens (2)
- Compost area (2)
- Use native plants and low water plants (1)
APPENDIX A

PLAY: Schoolyard Recreation

- Imaginative play (13)
- Game boards imbedded in site furniture (10)
- Outdoor musical instruments built using recycled materials (3)
- Living playhouse and/or geodesic dome playhouse (3)
- Outdoor chalkboards for water painting and chalk/artwork at recess (2)
- Climbing wall (1)
- Painted games on the ground (1)
- Painted labyrinth for walking
- A “ball free” zone (where children can play without getting hit by balls)
- Terraced play area
- Basketball hoops at various heights

HEALTH AND COMFORT: Schoolyard Comfort, Microclimates and Seating

- Sink area for washing hands and vegetables/fruits (7)
- Covered seating areas (4)
- Create a gathering space for community events with an amphitheater and a stage
- Picnic table in a sunny area for teachers to eat outside

SCHOOLYARD SPATIAL CONFIGURATION: Ideas about the Use of Space

- Replace perimeter fence (11)
- Keep parking along the side and back of the school grounds (keep existing configuration) (7)
- Create a vertical garden (7)
- Provide roof access (probably too expensive and is not feasible) (4)
- Add tables that flip up and fold away
- Terraced garden beds, using the hill/grade change
- Plan the site to discourage rats
- Improve curb appeal at the entrances
- Remove the unused/extra gate and stairs near Washington
- Remove railings near the girls’ bathroom (if allowed by building code) and add trees

BEAUTY: Improve Aesthetics and Enjoyment

- Mosaic murals to replace fading artwork (9)
- Diversify color schemes and plants in outdoor areas (flowers, etc.) (4)
- Add mosaics to new cement bench

PRELIMINARY GOALS FOR THE GREEN SCHOOLYARD PROJECT

The groups brainstormed an initial set of goals for their green schoolyard. These goals will be revised as the project moves forward.

- Create a real learning space for ecological science (sustainable, easy to maintain)
- Learning and activity space
- Diversify the play options at recess, particularly for younger children
- Create spaces that are easy to supervise
- Balance active play activities and quieter/safe places (ball-free areas)
- Create diversity in playground surfaces (unpave some areas)
- Acknowledge the school’s history and age in the design in some way (i.e. 1855-themed artwork, or timeline?)
- Use green building materials and sustainable methods
- Design the yard to be low maintenance
- Use native and drought resistant plants
- Reflect the rhythm of nature
- Reflect the multi-cultural environment at the school
2006 PROPOSITION A BOND GREEN SCHOOLYARD PROJECT

SUMMARY FOR DESIGN WORKSHOP

SPRING VALLEY SCIENCE SCHOOL’S DESIGN PRIORITIES

The summary list below reflects the results of community and teacher input at our green schoolyard brainstorming sessions on March 3 and 4, 2011. 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.

At the design workshop, participants were asked to place ALL of the items that received at least 7 votes (listed below in English, Chinese and Spanish), into their draft designs for the schoolyard. They were also given the choice to include any of the other ideas that received fewer votes (shown on the next page), and to add new ideas that they thought of during the workshop. The list of items that received seven votes or more was translated into Chinese and Spanish by Principal Lisa Kwong.

19 votes: Covered outdoor teaching space related to a garden nearby (seating near plants)
16 votes: Edible garden
15 votes: Child-powered (bike-powered) energy generator and energy storage system
13 votes: Areas for imaginative play
12 votes: Outdoor cooking area
11 votes: Replace perimeter fence or improve its appearance
10 votes: Rainwater catchment system
10 votes: Imbed game boards in site furniture (table tops, ground surface, etc.)
9 votes: Mosaic murals to replace fading artwork
7 votes: Sink area for washing hands and vegetables/fruits
7 votes: Create a vertical garden
7 votes: Keep parking in existing areas (alongside and back of school site)

19票: 在花園附近創造戶外教學課室（建設座位在植物附近）
16票: 种食物花园
15票: 有兒童供電（自行車供電）能源發電系統
13票: 有地方發揮學生的想象力
12票: 創造戶外廚房
11票: 更換鐵欄或改善其外觀
10票: 雨水收集系統
10票: 建設有遊戲板的用具（在桌面或地面等）
9票: 創造壁畫作品
7票: 安裝洗手和洗蔬菜/水果的地方
7票: 創建一個垂直的花園
7票: 保持現在的停車範圍

19 votos: Espacio al aire libre de enseñanza relacionada al jardín (asientos cerca de las plantas)
16 votos: Jardín comestible
15 votos: Energía generada por un niño (bicicleta con motor) generador de energía y el sistema de almacenamiento de energía
13 votos: Áreas de juego imaginativo
12 votos: Área de cocinar al aire libre
11 votos: Reemplazar la cerca de la escuela o mejorar su aspecto
10 votos: Sistema de colección de agua de lluvia
10 votos: Colocar tableros de juego en el mobiliario urbano (mesas, superficie del terreno, etc.)
9 votos: Murales de mosaico para reemplazar los murales
7 votos: Área del fregadero para lavarse las manos y verduras / frutas
7 votos: Crear un jardín vertical
7 votos: Mantener el estacionamiento en las zonas ya existentes (al lado y detrás de la escuela)
APPENDIX A

Other ideas brainstormed by the school community that received fewer than seven votes:

4 votes: Pond with frogs, tadpoles, etc.
4 votes: Trees for shade, mulberries (silkworms), seasonal change, colors, leaf variety, etc.
4 votes: Covered seating areas (smaller than above)
4 votes: Diversify color schemes and plants in outdoor areas (add flowers, etc.)
3 votes: Butterfly garden
3 votes: Feeders and habitat plantings for birds and other wildlife
3 votes: A quiet zone for reading and other quiet activities
3 votes: Interpretive signage (trilingual)
3 votes: Duplicate energy/water meters installed in a convenient location for children to read them
3 votes: Create outdoor musical instruments using recycled materials
3 votes: Build/plant a living playhouse or geodesic dome to play in
2 votes: Garden connected to the cultures of the school community (herbs, etc.)
2 votes: Solar panels
2 votes: Curricula tied to the sun, moon, and stars (including a sundial)
2 votes: Chickens
2 votes: Compost area
2 votes: Outdoor chalkboards for water painting and artwork at recess
1 vote: Use native and low water plants
1 vote: Climbing wall
1 vote: Painted games on the ground

Other ideas that were brainstormed but did not receive any votes:

0 votes: Solar-powered oven
0 votes: Painted labyrinth for walking
0 votes: A “ball free” zone, where children can play without getting hit by balls
0 votes: Terraced play area
0 votes: Basketball hoops at various heights
0 votes: Create a gathering space for community events with an amphitheater and a stage
0 votes: Picnic table in a sunny area for teachers to eat outside
0 votes: Add tables that flip up and fold away
0 votes: Terraced garden beds, using the hillside/grade changes
0 votes: Plan the site to discourage rats
0 votes: Improve curb appeal at the entrances
0 votes: Remove the unused/extra gate and stairs near Washington
0 votes: Remove railings near the girls’ bathroom (if allowed by building code) and add trees
0 votes: Add mosaics to new cement bench

Please note: The group also came up with the idea to provide roof access for gardening, and this idea received 4 votes. This idea has been removed from the list above since it is very likely to be infeasible and too expensive to implement.
SPRING VALLEY SCIENCE SCHOOL
GOALS AND IDEAS FOR THE GREEN SCHOOLYARD

The drawing below was created by teacher Laura Chinn-Smoot, prior to this Proposition A Bond green schoolyard process. Ideas in this drawing were incorporated into the lists that the school community voted on.
SPRING VALLEY SCIENCE SCHOOL – SITE WALK MAPS

Maps by Bay Tree Design, inc.
APPENDIX C

SPRING VALLEY SCIENCE SCHOOL
SCHOOL GROUND PHOTOGRAPHS - SPRING 2011

FRONT OF SCHOOL ALONG JACKSON STREET

NORTH YARD ALONG JACKSON STREET – CURRENTLY K-1ST GRADE PLAY SPACE

Photographs by Bay Tree Design, inc.
APPENDIX C

SPRING VALLEY SCIENCE SCHOOL

SCHOOL GROUND PHOTOGRAPHS - SPRING 2011

LOWER EAST YARD – CURRENTLY K-1ST GRADE PLAY SPACE
SPRING VALLEY SCIENCE SCHOOL
SCHOOL GROUND PHOTOGRAPHS - SPRING 2011

EAST YARD RAMP & NEARBY PLANTERS – BETWEEN UPPER & LOWER YARDS

Photographs by Bay Tree Design, inc.
APPENDIX C

SPRING VALLEY SCIENCE SCHOOL
SCHOOL GROUND PHOTOGRAPHS - SPRING 2011

UPPER EAST YARD – CURRENTLY 4<sup>TH</sup>-5<sup>TH</sup> GRADE PLAY SPACE

SOUTH YARD ALONG WASHINGTON STREET – CURRENTLY 2<sup>ND</sup> - 3<sup>RD</sup> GRADE PLAY SPACE
SPRING VALLEY SCIENCE SCHOOL
SCHOOL GROUND PHOTOGRAPHS - SPRING 2011

SOUTH YARD ALONG WASHINGTON STREET – CURRENTLY 2ND - 3RD GRADE PLAY SPACE  (CONTINUED)

WEST YARD – PARKING LOT & SPACE BETWEEN RAMP & BUILDING
SPRING VALLEY SCIENCE 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. Six classes (approximately 120+ 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. In some cases, the teachers aggregated the results from their classes, as shown below.

MAP OF KINDERGARTENERS’ FEEDBACK

This map aggregates the results of surveying the kindergarten class and reports that the kindergarteners like the play structures and want to make sure the school keeps both of them.

The kindergarteners surveyed dislike the areas where cars are parked. They feel unsafe to play in those areas, and feel that there is nothing for them to do there.
APPENDIX D

SPRING VALLEY SCIENCE SCHOOL
CHILDREN’S FAVORITE & LEAST FAVORITE PLACES

MAP OF 1ST GRADERS’ FEEDBACK

MAP OF 2ND GRADERS’ FEEDBACK

Mapping exercise created by Bay Tree Design, inc. & implemented by Spring Valley School faculty
SPRING VALLEY SCIENCE SCHOOL
CHILDREN’S FAVORITE & LEAST FAVORITE PLACES

MAP OF 3RD GRADERS’ FEEDBACK

MAP OF 4TH GRADERS’ FEEDBACK

Mapping exercise created by Bay Tree Design, inc. & implemented by Spring Valley School faculty
APPENDIX D

SPRING VALLEY SCIENCE SCHOOL
CHILDREN’S FAVORITE & LEAST FAVORITE PLACES

MAP OF 5TH GRADERS’ FEEDBACK
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
XXXX Street
XXXX, 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

_________________________________   SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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

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<th>Name of Independent Consultant/Contractor:</th>
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<th>Services performing under the Agreement:</th>
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<th>Schools/Locations where services are being performed:</th>
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<th>Total amount to be paid by the District under this Agreement:</th>
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**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):

   |   |
   |   |
   |   |

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."

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<tr>
<th>Consultant's Signature</th>
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<th>Administrator's Signature</th>
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<th>Printed name of Consultant</th>
<th>Printed name of Administrator</th>
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<td>David Goldin, Chief Facilities Officer</td>
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</table>
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:

| Option A - Commitment to full DVBE participation | 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. |
| Option B - Good Faith Effort | 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. |
| Option C - Business Utilization Plan | For a bidder using an annual plan (subject to approval) to satisfy DVBE participation requirements. Applies only to solicitations for goods and information technology. |

---

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 DVBEs 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
FOR: Directory of Certified DVBEs
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>
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<thead>
<tr>
<th>DVBE Contact Name &amp; Reference #</th>
<th>Telephone Number</th>
<th>Fax Number</th>
<th>E-mail (if available)</th>
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<tbody>
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Street Address, City, State and Zip Code

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

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<th>Date Contacted</th>
<th>DVBE Company Name</th>
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</table>

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</table>

Street Address, City, State and Zip Code

### 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 ☰
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.

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<th>Date / /</th>
<th>Contact Name</th>
<th>Telephone Number ( )</th>
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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>Date / /</th>
<th>Telephone Number (916) 322-5060 (916) 375-4940</th>
<th>Contact Name</th>
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- I contacted the Certification Office for a list of California certified DVBEs.

- I searched the Certification Office’s online database to identify California certified DVBEs.

Describe Result

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

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<tr>
<th>Date / /</th>
<th>Internet Address</th>
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<td><a href="http://www.pro-net.sba.gov">http://www.pro-net.sba.gov</a></td>
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- I searched the federal online database for California DVBEs.

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](http://www.pd.dgs.ca.gov/smbus) - select “DVBE Resource Packet”)

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<tr>
<th>Date / /</th>
<th>Organization Name</th>
<th>Contact Name</th>
<th>Telephone Number and/or Internet Address ( ) <a href="http://www">http://www</a>.</th>
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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).

**Focus Paper Name** (list full name) | Contact Name | Telephone Number ( ) |
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**Trade Paper Name** (list full name) | Contact Name | Telephone Number ( ) |
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- I certify the ad was placed to reach both trade and focus audiences through this one publication.

**Trade and Focus Paper Name** (list full name) | Contact Name | Telephone Number ( ) |
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**ADDITIONAL DISABLED VETERAN BUSINESS ENTERPRISE CONTACTS**


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

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Street Address, City, State and Zip Code

- **Yes,** I will subcontract with the listed DVBE to provide the following goods and/or services:
- **No,** I am unable to subcontract with the DVBE for the following business reasons:

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

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<tr>
<th>Specific Goods and/or Services</th>
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Street Address, City, State and Zip Code

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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.

<table>
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<tr>
<th>OPTION A: COMMITMENT TO DVBE CONTRACT PARTICIPATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>STD 840 included with bid</td>
</tr>
<tr>
<td>DVBE Written Agreement</td>
</tr>
<tr>
<td>Designated the Commitment Option – Checked the first box</td>
</tr>
<tr>
<td>Listed at least one California certified DVBE subcontractor</td>
</tr>
<tr>
<td>Checked the box(es) for “Yes ...”</td>
</tr>
<tr>
<td>Listed specific goods and/or services DVBE(s) agrees to provide</td>
</tr>
<tr>
<td>Proposed DVBE contract performance is a “commercially useful function” relevant to the contract</td>
</tr>
<tr>
<td>Listed the estimated dollar amount and/or percentage of contract for the DVBE's participation</td>
</tr>
<tr>
<td>Proposed DVBE participation meets the 3% requirement (unless a different percentage is specified)</td>
</tr>
<tr>
<td>Attached a copy of the DVBE’s certification letter from the Department of General Services</td>
</tr>
</tbody>
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<tr>
<th>OPTION B: GOOD FAITH EFFORT (GFE)</th>
</tr>
</thead>
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<td>STD 840 included with bid</td>
</tr>
<tr>
<td>Designated the GFE Option – Checked the second box</td>
</tr>
<tr>
<td>(Step 4) Listed all DVBEs contacted and invited to perform on the proposed contract</td>
</tr>
<tr>
<td>(Step 4) Confirmed that listed DVBEs are California certified</td>
</tr>
<tr>
<td>Attached copies of the invitations sent to the listed DVBEs</td>
</tr>
<tr>
<td>Invitations included the required contact information</td>
</tr>
<tr>
<td>Attached copies of the delivery confirmations for invitations to DVBEs (e.g. mail receipts, fax confirmations, etc.)</td>
</tr>
<tr>
<td>(Step 4) Checked the “No” boxes and listed the business reasons for non-selection of DVBEs contacted</td>
</tr>
<tr>
<td>(Step 1) Contacted the Awarding Department and listed contact and results</td>
</tr>
<tr>
<td>(Step 2) Contacted Other State agency (Office of Small Business and DVBE Certification) and listed the contact and results</td>
</tr>
<tr>
<td>(Step 2) Searched the Federal Pro-net internet database and noted the results</td>
</tr>
<tr>
<td>(Step 2) Contacted Local DVBE Organization(s) and listed the contact and results</td>
</tr>
<tr>
<td>(Step 3) Advertised – IF NOT WAIVED</td>
</tr>
<tr>
<td>Listed full information for the advertisement(s) and publication(s)</td>
</tr>
<tr>
<td>[2 ads in one trade and in one DVBE focus publication; OR 1 ad in one dual-purpose publication]</td>
</tr>
<tr>
<td>Attached a copy of the advertisement(s)</td>
</tr>
<tr>
<td>The advertisement(s) were published at least 14 days prior to the bid due date</td>
</tr>
<tr>
<td>The advertisement(s) included my required contact information</td>
</tr>
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<tr>
<th>OPTION C: BUSINESS UTILIZATION PLAN (BUP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the bid due date – Submitted a BUP to DGS-PD and received approval</td>
</tr>
<tr>
<td>STD 840 included with bid</td>
</tr>
<tr>
<td>Designated the BUP Option – Checked the third box</td>
</tr>
<tr>
<td>Attached a copy of the BUP Approval letter from DGS-PD</td>
</tr>
</tbody>
</table>
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