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

REQUEST FOR QUALIFICATIONS (RFQ)
FOR LANDSCAPE ARCHITECTURAL DESIGN SERVICES
FOR
CLEVELAND ELEMENTARY SCHOOL
455 Athens Street
San Francisco, CA 94112

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 Cleveland 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: Cleveland 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 Cleveland ES Green Schoolyard Project and will work directly with the Cleveland 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 SOQ¹. 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 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

¹ Copies of your insurance policy are NOT required and should not be provide with SOQ submission.
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 Cleveland 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:

1) Nature Play Zone
2) Changes/improvements to the play structure zone
3) Enhance existing planting areas to accommodate shade trees and design adjacent seating
4) Educational and recreational painted features on asphalt
5) Edible garden/outdoor kitchen
6) Enhance Entry Corridor

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 Monica Sullivan, Cleveland ES's Garden Coordinator/Environmental Educator, at (415) 494-5351 or nudibranchmonica@gmail.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 Cleveland 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 Cleveland Elementary School.

- Review the Concept Plan developed by Bay Tree Design green schoolyard committee. The content of this concept plan must be addressed/incorporated into the final design.

- Thoroughly *document existing conditions* in the areas that may be impacted by green schoolyard elements. Site assessments shall include identification of functioning water supply for irrigation installation.
B) Provide Design Development Services:

- Meet with District Representatives and school site staff, allowing the school to communicate essential project elements as well as review and adjust specific concept plan proposals.

- The selected landscape architecture firm must conduct at least two site visits and a minimum of four (4) to six (6) design development meetings with the school’s Green Schoolyard Committee prior to conducting the final design review meeting.

- Develop green schoolyard designs and ultimately corresponding drawings and specifications with the participation of the school’s green schoolyard committee. These designs must consider budget constraints. The project’s program and scope should be addressed and revised as necessary as priorities change.

- Provide cost estimates for project elements at 50%, 90%, and 100% completion.

- Facilitate DSA and other government agency reviews, approvals and permitting of project elements, if necessary. Fees for permits will be reimbursed by the Green Schoolyard Program from the project budget and will potentially impact the available funds for construction.

- Present the final review of project drawings and cost estimates to SFUSD Bond staff as well as the school’s Principal and Green Schoolyard Committee.

- Prepare construction Bid Documents at 50%, 90% and 100% completion for submittal and review. The landscape architect shall prepare and submit 100% complete Construction Bid Documents to the Division of the State Architect (DSA) for approval, if required, and make any recommended revisions.

- Assist in determining the number of additive alternates necessary to keep final construction costs under control.

C) Submit Final Construction Drawings, Specifications and Cost Estimates to SFUSD and others as necessary:

- Prepare and submit final drawings and design details (in hard copy and in high-resolution PDF format), specifications, and priorities that are approved by the school’s Green Schoolyard Committee and Principal to the Green Schoolyard Project Manager for review by December 3, 2012. These documents should include:
  - Existing conditions (verified in the field),
  - Design sketches of all main concepts including color perspective and/or 3-D images and elevations necessary to illustrate design concept,
  - Demolition plans, notes, legend, and details,
  - Color landscape plan identifying hardscape materials, plantings and other site work elements,
- Planting Plan. A planting plan is required even if planting is not included in the contractor’s scope of work and should be included in the construction drawings. If planting is not included in the contractor’s scope of work the planting plan should be marked “Not in Contract.”
- Layout plan, notes, legends, and details,
- Grading plan, notes, legends, and details,
- Irrigation plans, notes, legends, and details,
- Construction detail drawings, notes, and legends,
- Color and materials booklet (min. 11” x17”)
- 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, bulleting, 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: Cleveland 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.
   Cleveland Elementary School will use the following selection criteria to evaluate each applicant (100 points maximum):
   - Rapport/Ability to work with the committee and school (20 pts.)
   - Experience with school and other educational environments (15 pts.)
   - Artistic Merit/Design Approach (15 pts.)
   - Demonstrated ability to meet budget and schedule (15 pts.)
   - Fee and Availability (15 pts.)
   - Experience and Familiarity with Northern California Native Plants (10 pts.)
   - Adherence to RFQ requirements (10 points)

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

   o The full name and address of the firm or team

   o The name and phone number of a designated contact person

   o **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.

   o 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.

   o 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.

   o 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
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 Cleveland 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. Cleveland 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
CLEVELAND ELEMENTARY SCHOOL
GREEN SCHOOLYARD PLAN

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

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

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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

CLEVELAND ELEMENTARY SCHOOL

Kristin Tavernetti, Principal*

PARTICIPATING FACULTY & STAFF

Michelle Abernathy*  Consuelo Huerta
Julie Auslander      Alejandro Juarez
Connie Baker-Cohn*  Elizabeth Latasa
Rebecca Bradley*    Bill Morgan
Jenny Chaffo        Ernesto Perez (Custodian)
Erica Cipriani      Aimee Reed
Mark Davenport      Ricci Rubio
Sunny Dawn*         Valerie Storey
Lianne Donovan*     S.B. Vega-Martinez
Isabel Ebert        Michelle Windell*
Rebecca Eros        Beatriz Wong
Nicole Franklin*    

PARTICIPATING PTA & COMMUNITY MEMBERS

Marlin Aguago (Translator)  Lesbia Aracely Paredes*
Lissette Deleón             Leida Ruiz
Darren Gapultos             Colleen Tracey (SF Ed. Fund)
Anna Hodgson                Melissa Tran
Lorena Moncada              John Weidinger*

PARTICIPATING STUDENTS

Approximately 90 students from four classes (K, 1st, 2nd & 4th grade) participated in the favorite places mapping exercise.

* = Green Schoolyard Committee members

BAY TREE DESIGN, INC.

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

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

Photographs by Bay Tree Design, inc.
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- 11x17 Poster: Green Schoolyard – Project Summary  
- 11x17 Poster: Green Schoolyard – Design Process Summary
2006 PROPOSITION A BOND PROCESS

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

The SFUSD 2006 Proposition A Bond program is contributing $150,000 to “green” Cleveland Elementary’s school grounds. The concept plan for this renovation was developed using a participatory design process that included Cleveland’s teachers, PTA family members, students, and other members of the local community, assisted by environmental planner Sharon Danks of Bay Tree Design, inc. This initial planning phase, completed in March 2011, resulted in a concept plan that is intended to guide the future development of the school’s gardening program, outdoor classroom spaces, and play areas in the years to come. The 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 August 2010, the Proposition A Bond’s Green Schoolyard Project began with a meeting with Principal Kristin Tavernetti 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.

In October 2010, 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. Twenty two faculty members attended the teachers’ kick-off meeting, and six members of the school community attended the community kick-off meeting. Others in attendance at these meetings included Principal Kristin Tavernetti, and Lori Shelton and Tamar Barlev (SFUSD Green Schoolyard Program).

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 Cleveland School’s grounds. (The school staff added their ideas to the lists created by the community earlier in the day.) After the lists were complete, each participant received 8 stickers that they used to “vote” for their top priorities. Participants were allowed to spread out their votes, or to put more than one sticker on a specific item if they felt strongly about it.

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

GREEN SCHOOLYARD MISSION STATEMENT

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

“The Cleveland Greening Project seeks to transform our school into a place where our children begin to understand their interconnectedness as citizens of the planet.”
GOALS & KEY PROJECT IDEAS

To achieve their overall objective of improving the children’s learning and play environment, the Cleveland 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 key project ideas are as follows:

CREATE AREAS FOR OUTDOOR LEARNING
  • Build outdoor classrooms(s)
  • Include curriculum connections to many subjects (weather studies, wildlife, nutrition, energy, soil composition, geology)
  • Create an outdoor amphitheater with a stage

INCLUDE GARDENS ONSITE
  • Include edible gardens for plant growth studies and sustainable, edible harvests
  • Build an outdoor kitchen (permanent or portable) with places for both adults and children to participate in cooking and eating

CREATE SPACES FOR NATURE PLAY & IMAGINATIVE PLAY
  • Provide places for children to look for insects, play in the bushes and explore their environment
  • Use native plants to create wildlife habitat areas for birds and for butterflies and other pollinators
  • Include art play areas such as water painting boards and places for chalk art
  • Provide a set of large, wooden, outdoor blocks to encourage creative play
  • Install game boards onsite on table tops, playground surfaces, etc.
  • Vary the topography and create low hills for play

MAKE THE SCHOOLYARD MORE COMFORTABLE BY ADDING SHADE, SEATING & BALL-FREE SAFETY ZONES
  • Add shade trees and a variety of seating options
  • Create clearly separated spaces that are ball-free zones so kids participating in imaginative play do not get hit by balls
  • Add windbreaks where needed to make the site more comfortable
  • Protect play structure zones from balls with low fences

INSTALL RENEWABLE ENERGY & GREEN BUILDING EXAMPLES ONSITE
  • Include solar (photovoltaic) panels to produce renewable energy onsite and include an interpretive display so children will understand where the energy comes from
  • Create a living roof somewhere onsite (e.g. on the new classroom building or elsewhere, as big as possible)
  • Install a demonstration-sized rainwater catchment system

ARTWORK & SENSE OF PLACE
  • Build on the incredible murals onsite by adding mosaics to enliven some of the new, plain concrete surfaces and make them more interesting to the children (create a complementary overall aesthetic)
  • Create a sculpture trail with pieces added over time
**KEY SITE WALK FINDINGS**

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

**EXISTING USE PATTERNS**

Cleveland School was in the process of undergoing extensive renovations for the Proposition A Bond modernization process while the green schoolyard design process was underway. The school’s main entrance was moved from the north side of the building that faces Athens Street, to the east side of the building, facing an adjacent residential property. (The new main entrance is along a corridor accessed from Athens Avenue.) The modernization process changed the configuration of the rest of the school grounds, as well. A new, elevated, paved “terrace” to the west and south of the cafeteria wraps around the edge of the main school building and extends to the new classroom building on the schoolyard’s south side (near Moscow Street). Older modular classroom buildings were also removed, and the old play structure was replaced by two new ones that were placed on the west side of the playground near Persia Avenue.

**Athens Street & the New Main Entrance**

The side of the school facing Athens Street is lined with a tall, blue, metal fence and is well marked with two prominent signs with the school’s name. The main entrance to the school is accessed from Athens Street, by walking through a new entry archway (shown below, left) and following a paved corridor to the new doorway (below, right). The new entrance includes an adjacent unpaved area, planted with a small grove of new trees. A raised planting bed, situated behind a low concrete wall, runs the length of the east side of the property, passing the main entrance along the way. During the design process for this project, this space was new and was not yet in use by the school community, except for entering and exiting the building.

*The school community accesses the main entrance by walking through an archway (shown above, left) and down a paved corridor to the new entrance (above, right), adjacent to a small grove of newly planted trees.*
Moscow Street

The paved corridor that passes the main entrance of the school on its east side, turns a corner to parallel Moscow Street on the school’s south side. This space has wide, unpaved areas that are currently unused, but the school hopes to use them as gardens in the future. Some benches line the retaining wall next to the street (below, left). New street trees have been planted along the Moscow Street sidewalk, next to the school (below, right). The asphalt building pad for the new classroom building is also visible in the photograph below (right).

Playground

The playground is almost entirely paved with an asphalt surface that covers the majority of the school grounds. The asphalt is somewhat sloped, and has one of its lowest points at the corner of Athens Street and Persia Avenue, and the highest areas near the main building. The playground is bordered on three sides by classroom buildings and on one side by Persia Avenue. The east side of the schoolyard includes an elevated “terrace” in front of the cafeteria with a wide stairway and planters in several places along its edges.

Play areas along Persia Avenue: The west side of the playground includes four “outdoor rooms” separated by fenced enclosures and small grade changes. The “room” at the west corner of the schoolyard, at Moscow Street and Persia Avenue, is devoted to basketball and gardening, and includes a half court and some raised garden beds. The opposite corner, at Persia Avenue and Athens Street, is entirely paved and includes a paved tricycle track (not used for that purpose) and some raised garden beds. Between these two corners are two outdoor “rooms” that house climbing structures that are each situated on rubber safety surfaces. Portions of the areas near the play structures are used by children who are engaged in climbing activities, and other parts are used by children who prefer to make up their own games and play imaginatively where they will be safe from flying balls. Imaginative games often occur along the Persia Avenue fence line under the canopies of trees planted along the sidewalk, where children can find natural materials (leaves, bark, sticks) to use for games they make up themselves.
**Ball play spaces:** The central portion of the playground is devoted to ball games and active play. A very large, peace sign has been painted in the center of the asphalt where it is used to gather the entire school in a circle to participate in outdoor assemblies such as “morning circle”.

**Smaller classroom buildings:** The school has two classroom buildings that are not part of the original, main school building, arranged on opposite sides of the playground. One is a long, narrow structure along Athens Street that has been onsite for many years. The other is along Moscow Street, and was under construction at this writing.

**MICROCLIMATE VARIETY**

The majority of the schoolyard is exposed to the elements, with very little shade in the afternoon, except in the area near Persia Avenue where shade from the street trees extends along the edge of the playground. There is also a small amount of shade to the north of the buildings onsite. There are no covered walkways between the smaller classroom buildings and the main building, so students and teachers who use those classrooms get wet on rainy days as they travel to and from the cafeteria and other destinations in the main building.

**PEDESTRIAN & VEHICLE CIRCULATION**

The busiest pedestrian entrance at the school is at the eastern corner of the school site along Athens Street. This entrance allows pedestrian access to the playground (around the north side of the school building) and to the new main entrance on the east side of the building. Children also leave the school through the stairway and entrance on Moscow Street and through the vehicle entrance to the playground on Moscow Street. The cafeteria opens directly onto the playground’s terrace and is a very busy area during the day as children move between lunch and recess. The center of the playground is used daily to gather the whole school for “morning circle” assemblies around the painted peace sign.

Bicycle racks are planned for Cleveland School, between the entry archway on Athens and the main office, but they had not been installed yet when this report was written.

Cars deliver students to the school along Athens and Moscow Streets. After school, kindergarten, first grade and second grade students are picked up by their parents along Athens Street—where they often double and triple park (illegally), blocking the street. Third, fourth and fifth grade students are picked up by their parents along Moscow Street—where the same traffic congestion is found. School buses deliver students to school in the morning near the building’s main entrance on Athens Street and pick them up in the afternoon along Moscow Street, near the corner of Moscow Street and Persia Avenue. Local middle school students also wait for the city bus at the corner of Moscow and Persia. The school reports that large quantities of litter are dropped by students waiting for the bus in this location, and that it blows into the schoolyard on a daily basis from this location.

Delivery trucks enter the schoolyard through the playground’s vehicle entrance on Moscow Street, and take their goods into the school through the cafeteria’s playground entrance, all the way across the yard. They also sometimes use a hand cart to bring deliveries to the smaller classroom building and other locations in the main building. Garbage and recycling trucks pick up their bins at the school’s northeast corner along Athens Street, where there is a trash enclosure next to the main entrance archway.
There is also an emergency vehicle right-of-way, beginning at the playground’s vehicle entrance. The right-of-way extends across the main playground to allow a fire truck to access buildings in the event of an emergency. The schoolyard must remain paved in this emergency vehicle right-of-way area. (See fire truck access lane shown in the Circulation Diagram in Appendix D, and as a dashed line on the Concept Plan on page 15.)

WATER SOURCES

Our green schoolyard committee walked around the school with Cleveland’s custodian, Ernesto Perez, and noted the hose bibs we encountered along the way. As shown in Appendix B’s Schoolyard Ecology and Infrastructure map, there are several hose bibs on the northwest side of the main building, facing the playground, one on the north side and one in the trash enclosure area. Two more can be found on the southwest side of the building, near the unpaved spaces that were previously used for gardening. We did NOT see any hose bibs on the east side of the building, where a group of new trees have been planted. The east side also has a long, raised planting bed with many existing plants in it. These areas will need better access to water if they are to thrive.

The rest of the site is almost entirely without access to water, with the exception of a hose bib found at the back of the existing classroom building along Athens Street. This single hose bib is currently connected to a drip irrigation system that the school put in during a work day last year that runs the length of Persia Avenue. The custodian noted that it often has trouble at one point or another and needs to be fixed frequently. It is not on a timer, so members of the school community have to turn it on by hand in the summer if plants in their garden beds are to be watered.

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. 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 existing play structures and the perimeter security fence around the school grounds were fixed components of the school site. We also noted that the mats underneath the play structures are larger than is required for their fall zone, so we considered the space within the required fall zone a constraint—and the space outside of the fall zone (on the mat) as a potential opportunity for change. The main school building and smaller classroom buildings were also assumed to be fixed in place. The fire lane was similarly considered an element that must stay paved, since its location was determined by the fire department. There are also some precisely determined, wheelchair accessible pathways around the site that we considered fixed elements since they were installed very recently as part of the school’s modernization process.

Opportunities for greening

The eastern portion of the school site has many places that are unpaved and/or planted. Many of these areas were recently renovated and are currently underutilized, so we considered them good opportunities to enhance the permeable planting space that was already there. These spaces included the long, narrow, raised planting bed along the eastern edge of the school site, a newly unpaved space next to the school’s office, some large in-ground planting beds on the main school building’s southeast side, and a number of raised planters around the playground. These areas are colored dark green on the map on the next page.
We also noted additional spaces that are currently paved that could be “unpaved” for use as future gardens and nature play zones. The largest of these is at the corner of the school site, near Athens Street and Persia Avenue. The space between the existing small classroom building and Athens Street was also identified as a place that would benefit from greening, to improve its curb appeal along the front of the school. Several smaller areas around the main building, adjoining existing green spaces, were also identified as areas that, if unpaved, would make the existing green spaces more functional. For example, several of these spaces are near the building’s new main entrance and the principal’s office.

**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, discussed in a section above, is shown in yellow on the opportunity and constraints map to note that its use needs to continue to serve the PE program, but portions of this space could be used for other things as well.

There are also many 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, the future classroom building along Moscow Street and the metal roof over the building’s new main entrance (near the principal’s office) were considered potential locations for rainwater harvesting. Accessible exterior downspouts are plentiful in the area near the new main entrance, and connecting cisterns to these downspouts is likely to be feasible since they are connected to small roof areas over the new entrance.
Spaces around the building’s north side present opportunities to create multi-purpose garden and seating. A space around the tall new staircase near the cafeteria’s playground exit also presents opportunities to add imaginative play options. For example, our site walk group considered Bay Tree Design’s idea of adding artwork to the lower portion of the stairway to make the space under the stairway landing feel like a playhouse. (The artwork would need to be created in a manner that avoids blocking access to the stairs, and preserves the teachers’ abilities to see inside.) Near the south corner of the school site, we also considered the idea of enhancing the perimeter with additional seating, planting space, and/or artwork.

**CHILDREN’S FAVORITE & LEAST FAVORITE PLACES**

In October 2010, Bay Tree Design developed a mapping outreach activity to solicit children’s feedback about the current configuration of the school grounds. Four teachers in different grade levels implemented this outreach effort with their own classes. Together they collected information from four classes of students in kindergarten through fourth grade (kindergarten, 1st, 2nd, and 4th grade), for a total of approximately 90 children interviewed.

To complete this activity, the adults asked each student where their favorite and least favorite places are to visit outside each day. 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. Samples of the maps produced during this exercise are included in Appendix D: Children’s Favorite & Least Favorite Places.

The results from this exercise were somewhat mixed, and seemed to be loosely grouped by the children’s grade levels. The results from each class’s feedback is noted separately below.

**Feedback about the four “outdoor rooms” that border Persia Avenue**

- **Basketball court area**: The area near the small basketball court seemed most liked by the first and second graders, and least enjoyed by the kindergarten and fourth graders. Positive comments (20 votes) came from children who like playing basketball. Negative comments (30 votes) came from children who felt this area was dangerous (“get hit by balls”) or boring.
- **Play structures**: The children interviewed were split somewhat evenly on whether the play structures were a positive or negative feature of the school grounds. Positive comments (31 votes) came from children who enjoy climbing on the equipment and playing imaginative games under the shade of the nearby trees—an activity not enhanced by the metal and plastic climbing structures. Negative comments (35 votes) came from children who felt this area was boring or too crowded. Children in kindergarten and second grade commented that the play structures were meant for younger kids and were not enjoyable or challenging enough (“too easy”).
- **Corner paved space at Athens and Persia**: Two classes ignored this space completely in their feedback since it is fairly “empty” from a child’s perspective. A few children from the first and second grade classes picked this location as their favorite (5 votes) or least favorite (7 votes) place. The ones that liked it said they played imaginative games here under the shade of the trees.

**Feedback about the central playground areas**

- Kindergarteners’ seemed less interested in the large open areas of the playground than in the cozier spaces mentioned above. They gave 8 positive votes to places around the open yard, and four negative votes to the same areas. Their positive comments had to do with the social games or social connections they had with those spaces. (i.e. where “Ms. T” stands), and their negative comments had to do with the physical space (“a lot of stairs” at the edge and “tetherball gets boring”).
First graders’ votes for the central portion of the yard were few and were mostly negative (10 negative votes, 2 positive votes). It appears that they do not like the central part of the playground because it is too hot, sunny, and noisy.

Second graders gave this space more attention (in the form of votes) but seemed equally split as to whether or not it is a positive space. Their positive votes clustered around the tetherball court and the four square court, and their negative votes were in the center of the playground with the phrases, “Too hot, don’t like to run.”

Fourth graders’ comments clustered around tetherball and four square courts in the main part of the yard, and generally ignored the rest of the wide open playground space. About the same number of children love and hate tetherball. Twice as many children like four square than hate it.

**PARTICIPATORY DESIGN WORKSHOP**

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

**Group A**
As shown on page 11, Group A’s design addresses the entire school campus and gives each area of the grounds its own theme. Overall, Group A’s design seeks to create a mix of paved and unpaved spaces, including some new naturalized areas, edible garden spaces, renewable energy projects, shade and seating.

**Front entrance and adjoining corridor near the building:** The building’s newly renovated front entrance is accessed from Athens Street and follows the school’s eastern boundary to the interior of the site. This space has not yet been fully planted following the renovation, and Group A’s plan shows a variety of planting ideas for these areas. They would like to keep a wide pathway open for pedestrians to enter the school, but to surround it with sculptures, outdoor classroom spaces, and a garden filled with native plants, bird feeders and habitat plants, boulders and seating. This corridor would also include a compost area, adjacent to the existing trash enclosure. Rainwater would also be collected from the small new rooftop that covers the building’s new main entrance. Nearby, the exterior stairway has space underneath it that allows for storage of supplies.

Group A would like to see a geology and insect study area at the southeast corner of the school site, along with a small wind turbine to demonstrate renewable energy production. Around the corner, where the corridor turns to approach the playground, they would like to create an edible garden with redwood tree stumps for seating and pathways. This space would also have a gazebo along one side and an outdoor kitchen at the end of the corridor, closest to the new classroom building.

**Main playground:** The plan calls for leaving the main playground generally the way it already is, with a wide open asphalt play area intended for whole-school gatherings and PE play space. Group A would like to add some additional painted game lines to this zone that would include hopscotch, a running and jumping game, and game boards. They would also like to see mosaic artwork on the existing (new) concrete planters, some new shade trees along the perimeter of the playground and additional seating (seatwalls). Group A would also like to add a wall ball wall to the side of a new ramp. On the terrace, close to the main school building, Group A’s plan shows weather station equipment, plantings for butterflies and a “play house” built in a space that is currently unused under a new exterior stairway (echoing our site walk conversations). Around the corner, along Athens Street in front of the school, they would like to paint a labyrinth on the ground and add sculpture and an animal-shaped bench.

The northwest side of the playground, along Persia Avenue, is currently divided into four distinct spaces. The western-most outdoor room currently has a small basketball court, a shed, and some perimeter garden beds which Group A would like to leave untouched. The group would like to add a “green curtain” of vines around the perimeter fence, to create more separation of this space from the adjacent sidewalk.

The middle two “rooms” in this part of the yard each contain play structures, and are on surfaces at slightly different grades. Group A would like to add seat walls along the eastern fence line for each of these spaces, and to remove a portion of the fence that separates the play structures, and put in a series of steps to connect them. These new steps would allow children to access both areas more easily and could also serve as risers for a small outdoor classroom space.

The “room” that is in the northern corner of the school site is now fairly empty. Group A’s plan would like to turn this space into a creative play destination in the form of a nature play area with rolling topography, a stepping stone pathway, outdoor musical instruments, and water painting boards.

**Perimeter:** There are two classroom buildings onsite (one existing and one to be built soon) that have very narrow access corridors that are visible from the street and are enclosed by chain link fences. This plan calls for adding sculptures or other artwork that does not block access to utilities, to improve the curb appeal. In addition, Group A would like to see solar panels added to the rooftops of both modular classroom buildings.
As shown above, Group B’s design shows fewer elements that Group A’s. This is partly due to the fact that Group B admired Group A’s plan and decided to only show a few things that differed from Group A.

Front entrance and adjoining eastern corridor near the building: Like Group A, Group B feels that the spaces that are currently unpaved in this corridor should be planted with native plants and designed as a wildlife habitat zone. They would like to see an outdoor classroom space developed in the alcove next to the main entrance, including a long table with seating. Group B’s plan also shows rainwater harvesting from the rooftop of the main entrance, and weather station equipment installed nearby. Like Group A, they would also like to see an edible garden added to the corridor on the southwest side of the main building.

Main playground: Group B’s plan includes some design ideas for the terrace along the playground, including painted game boards on the ground, and an archway with flowering vines connecting the main building to the existing modular classroom building to protect classes from the weather as they travel between buildings. In one corner of the playground, near the existing stairs/grade change, they would like to add a “stage” for performances, with trees used to define the space. Group B would also like to see a trellis with flowering vines added to the façade of the existing modular classroom building.

In the “room” at the corner of Persia Avenue and Athens Street, Group B would also like to create a “ball free zone” with plantings. Their plan recommends removing asphalt to create a garden for butterflies and insects.
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 Cleveland Green Schoolyard Committee, Principal Tavernetti, SFUSD Green Schoolyard Program staff, and Bay Tree Design. The resulting Concept Plan, approved by the school community in March 2011, represents the culmination of the school community’s work to date.

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

The description below summarizes the main ideas in the Concept Plan and is intended to accompany the drawing dated March 25, 2011.

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 cooperative play, create flexible multi-use spaces, and promote beauty onsite by softening the environment. The plan proposes removing some asphalt to create a nature play zone to compliment 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: the outdoor classroom next to the main entrance, the new edible garden, and the “story circle” in the nature play zone. 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 site will house other educational features such as rainwater cisterns and renewable energy systems (mentioned below), outdoor art studio space, an outdoor kitchen and garden for nutrition lessons, wildlife-oriented plantings and educational striping on the playground (solar system model, compass rose, human sundial, maps, and number/letter grids). Many of these features will also be informal educational tools that children can explore during recess. All of these spaces will broaden the urban children’s physical experiences as well, as they explore the natural materials found in these new environments (e.g. smooth boulders, mulch and other wooden items with interesting textures, plants in many colors, etc.)

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 nature play area will be situated at the lowest point in the site and will allow some of the schoolyard’s stormwater to percolate into the ground in that location. The design also includes rainwater cisterns that will collect rainwater from the new metal roof near the school’s new main entrance, and will help teach students about water conservation. 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 solar energy (photovoltaic) system on the roof of the newest classroom building to provide some of the energy the school uses and to demonstrate renewable energy production to the children. A small wind turbine and a pond or fountain with a solar powered pond pump system will also demonstrate energy production techniques.

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 remain as it is now, with classes using the paved parts of the playground for physical education games.

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 range of seating options in the playground includes using the existing staircase near the school building as an amphitheater, and adding a variety of picnic tables and informal boulder and log seats. Near the front entrance, the plan also calls for a new outdoor classroom space with a ring of benches nestled in the trees.

The green schoolyard plan will add beauty to the school grounds by adding artwork, improving curb appeal, and bringing more trees and plants to the school grounds.

Community Stewardship

The schoolyard improvements will require some maintenance and at the same time provide the Cleveland School community with an opportunity to personalize their space. The Cleveland 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 text below follows the Concept Plan clockwise, beginning with the pedestrian entrance on Athens Street. Please see the attached Concept Plan, dated March 25, 2011, on page 15.

Athens Street Entrance & Corridor

The pedestrian entrances on Athens Street receive a lot of foot traffic and need to accommodate parents and children who wait for one another after school.
**Entry seating and greenery:** The plan includes an improved waiting area on the north side of the school building, between the building and the sidewalk (inside the fence). The plan calls for this space, shown right, to receive picnic tables, benches arranged to face one another, and a memorable bench in the shape of an animal—to increase "social seating" offerings. A wheelchair ramp runs along the west side of this entry space. The plan recommends adding a planted trellis and an additional social seating area.

**Entry corridor:** The entry corridor that stretches from the new archway on Athens Street to the new main building entrance will be enhanced by wall murals and additional plantings. The plants along the large, eastern planting bed will be selected for their value to local birds, and bird houses and feeders will be added to further enrich the habitat space.

**Outdoor classroom:** An outdoor classroom will be created in the unpaved space next to the entrance. (See photograph on page 5, bottom right.) The young trees in this area will be reconfigured to allow for the creation of a wheelchair accessible, circular seating area surrounded by trees and flowering shrubs. Boulders will be added as landscape features, tied to the school’s geology curriculum. Weather station equipment will be installed in this space and along the nearby corridor. The plan also calls for the removal of some of the pavement that borders this classroom space and removal of pavement next to the stairs to the building, in order to provide more room for the plants in these locations.

**Rainwater harvesting:** The metal roof over the new entrance was installed with many downspouts that are easily accessible on the outside of the building. The green schoolyard plan suggests that several rainwater cisterns be installed at key points on opposite sides of the roof, to gather stormwater for use on the nearby plantings. Excess runoff can be diverted to the permeable garden spaces nearby or returned to the paved surfaces (as they are currently configured).

**Storage:** The exterior stairway to the second floor was built in a manner that has left a large amount of space underneath. The green schoolyard plan recommends that this space be used for storage, either by installing a commercially available shed or cabinet, or by building a custom storage enclosure under the stairway landing.

**Renewable energy:** The end of this corridor near Moscow Street is very windy, so the plan includes a demonstration-sized wind turbine in this location (shown, left), for its educational value. The wind can also be used to animate wind-driven artwork that could also be mounted near this area. (The text on the plan mentions the artwork but it is not shown.) The edible garden nearby will also house a small pond or fountain with a solar powered pond pump system, as an additional renewable energy demonstration.
Edible Garden & Outdoor Kitchen near Moscow Street

*Edible garden:* The school plans to use the existing unpaved areas on the south side of the main building as an edible garden, and to expand the garden to include the spaces across the pathway, next to the Moscow Street retaining wall. These spaces, shown below, are out of sight from the playground and would be difficult to supervise during recess, so they are intended for use during class, with a teacher’s supervision.

The edible garden will inhabit the existing unpaved space, and will be used to grow a variety of crops. The soil in this area should be tested for nutrient content and quality (e.g. lead contamination) before creating an edible garden, since this area was in the midst of the recent building renovation and the building has been in this location for more than a century. The school would also like to soften the building entrance that is in the center of the garden by creating a living wall and/or living roof around that space. Vines with flowers or fruits could be grown on a trellis around the entrance.

The garden across the pathway could be constructed by removing the existing benches and pavement and growing plants in the ground, or by adding a series of large raised beds along the base of the Moscow Street retaining wall. These beds could be used to grow berry bushes or other edible plants.

*Outdoor kitchen:* An outdoor kitchen is planned for the space between the garden and the newest classroom building along Moscow Street. The kitchen is envisioned as an outdoor venue for cooking and eating with classes and during school social events. The kitchen space will include an outdoor oven, a storage closet for cooking tools, food preparation tables ( tiered, so that some tables are set up for children and others for adults), and picnic table seating. It would also be helpful to have a sink with running water in this location.

Playground Terrace & Amphitheater

The wide terrace that connects the main building to the new classroom building is a major pedestrian walkway, but also has potential to include other activities when the foot traffic is less concentrated. The potential play activities for this space are discussed below.

The green schoolyard plan indicates that the existing “L” shaped stairway leading to the playground (shown, left) can be used as a large outdoor amphitheater. The “stage” for the amphitheater can either be thought of as the ground below (where the “Sun” mural is located), or as the terrace itself, depending on the needs of the...
performance and the size of the group gathered. If the Sun is the stage, then the audience sits on the stairs and terrace. If the terrace is the stage, then the audience sits on the playground and watches the elevated performers/speakers.

**Rooftop Photovoltaic (Solar) System**

The school would like to use the rooftop of the newest classroom building (along Moscow Street) as a space for a large, grid-tied, photovoltaic energy system. The solar panels would be used to power a portion of the school’s energy needs, and would include an interpretive display that shows the real-time energy output from the system, to make this an educational feature that teachers can connect to their curricula.

**Paved Playground Spaces**

The paved portions of the playground, in the center of the schoolyard and along the perimeter, would continue to be used for ball games and physical education classes, but will also be enhanced by newly painted features that connect to the school’s curriculum. The playground will also include new shade trees around the perimeter.

*Shade:* In its existing configuration the playground lacks shade, so the new design includes a few substantial, deciduous shade trees around the perimeter where they will be out of the way of most ball games, and will be able to add to the variety of microclimates onsite. Two new trees will be added to the ends of the amphitheater/stairway: one in an existing planter (to replace a tree currently in that location that is failing to thrive) and a second in an in-ground location below a three-part planter. Four more trees will be added in a row along the edge of the playground near the play structures. These trees are shown on the plan in two very large, in-ground planting beds, intended to give them plenty of space to grow into healthy specimens. The soil surface around these trees will need to be mulched to protect the trees and limit their need for water. Since mulch has a tendency to travel when it is next to paved surfaces, the plan also includes a linear bench/seat wall along the edge of each planter where it borders the active ball play spaces, to help contain the mulch. (The seat wall or a curb could also be extended around the other sides of the tree wells, if needed.) Another large shade tree is planned for the nature play space at the site’s northern corner.

*Ball play:* The ball play areas in the schoolyard will remain largely the same as the existing layout. The central feature of the playground will be the existing circles and lines that make up the peace sign, and the row of four square courts along the classroom building on the north side of the playground. The basketball hoops and striping in the playground’s southwest corner will remain the same. A new hand ball wall will be added along the edge of the ramp on the northwest side of the new classroom building.

Since a row of new trees will be added along the northwest side of the playground, the tetherball games are likely to need to be moved. The plan shows them toward the center of the playground, in a location where the poles would have to be removable, since they are also in the path of the fire lane. If this placement proves unsuitable for tetherball, then other areas around the perimeter of the site may be substituted.

*Painted activities & imaginative play:* To diversify play choices available at recess the plan shows several painted games that do not require balls. They include: a contemplative labyrinth (in the center of the “Sun” described below), a set of large scale board games painted on the terrace (specific games types to be selected in the next phase of the design process), and hopscotch courts. The plan also includes a “play house” on the terrace, located under the landing of the existing exterior stairway. The idea for this area is to add wooden or metal artwork that suggests a play house’s exterior to the perimeter of this existing space in a way that makes the interior feel like a play house—and allows the teachers to easily see inside to supervise play. The ideal artwork that accomplishes this task will be colorful and open-sided.
Curriculum ties to painted playground elements: The green schoolyard plan suggests adding some striping over the existing features in order to expand the educational uses of the grounds and add interest throughout the site.

- **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 playground compliments the maps. Maps should be painted so that the (accurate) north arrow of the compass rose corresponds to their orientation.

- **Solar system** – A solar system model, with planets marked on the ground, will be drawn from the south corner of the schoolyard to the north. In this configuration, the “Sun” is located near the amphitheater and “Neptune” is located in the nature play area. The spaces between the planets is intended to be to scale/proportional, but the size of the planets, themselves, will not be to scale. (They would be very, very tiny!) Planets should be drawn artistically and labeled with their names.

- **Numbers & letters** – The plan includes curriculum-tied number and letter grids added to the interior of some of the four square courts so that children can see them informally as they play and teachers can use them during class time for hands-on lessons. The grids can include things such as: the first 100 numbers; a 10x10 multiplication table, capital and small letters of the alphabet; common colors and shapes; outlines of native tree leaves and animal footprint shapes; and/or whatever else the faculty would like to include that connects to the curricula they are teaching.

**Persia Avenue Fence Improvements**

The corner of Persia Avenue and Moscow Street includes bus stops where children wait, and drop a lot of litter. This trash blows into the schoolyard through the fence at the corner. To address this problem, the plan includes a new trash bin at the corner, and envisions some transparent artwork along the fence that would help to block the garbage without cutting off the view of the schoolyard from the street. This fence treatment is shown as a dashed pink line at the corner of the plan.

**Improvements to the Areas near the Play Structures**

The two play structures sit at different elevations and are cut off from one another and the playground by a small grade change and a chain link fence (shown, right). The plan calls for a new tiered seating area between these two spaces where the grade change is the smallest, against the fence along Persia Avenue. The chain link fence above this new terraced seating space should also be removed to allow children to walk from one side to the other without going onto the playground.

The northern play structure also appears to have a substantial amount of safety mat that is not necessary for the structure’s fall zone. The plan shows open-sided (easily supervised) play houses in two locations, making better use of this “extra” mat by providing venues for imaginative play.

The chain link fences around the play structures do not provide a welcoming aesthetic for these areas, so the plan also suggests that artwork be added to these fences, or that they be replaced by more welcoming...
fencing (e.g. wooden pickets) where they are needed. The school expressed a desire to keep some type of fence facing the playground in order to keep the play structure zone ball-free.

**Nature Play & Imaginative Play Zones**

Asphalt will be removed from the north corner of the playground in order to transform it into a park-like “nature play” area for active, imaginative play. This space will have a wheelchair accessible central pathway and seating circle, and varied topography with low hills and a small valley. A recessed area, at the lowest point, will be designed as a “dry creek” and will help to absorb some of the stormwater that naturally pools in this zone since it is one of the lowest places on the school site. The existing stormdrain will help to capture excess stormwater that does not naturally percolate into the ground.

The nature play zone will include boulders and logs as focal points, and will be nestled in native and flowering shrubs. Plants should be selected for their play value (“loose parts” that are interesting to play with) and for their value to butterflies and other pollinators. The central “story circle” meeting space with a larger “storyteller’s chair” will be an informal grouping of logs or boulders around a wheelchair accessible ground surface. A “digging bed” near the south corner of the nature area will provide a place for children to examine soil and look for insects.

Nearby, between the nature play zone and the classroom building, chalk boards will be installed to allow children to paint with water or use chalk to express their artistic visions.

**Welcoming Façades**

The classroom buildings along Athens and Moscow Streets each have a narrow corridor between the building and the sidewalk, as shown in the photograph to the right (Athens Street). The plan envisions these spaces as outdoor art galleries, viewed from the sidewalk, that add to the school’s curb appeal. Plants and wall artwork are planned for the existing corridor along Athens Street. After the new building is built along Moscow Street, the school would like to add wall art and perhaps a series of narrow sculptural pieces, created by the children.

Façade treatments would also extend to the wall of the existing classroom building that faces the playground. The plan shows some new planter beds and trellises near the building that provide growing space for flowering vines that soften this façade.

**SCHOOLYARD GREENING PRIORITIES & PROPOSED PROJECT PHASING**

The Concept Plan for Cleveland 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.
Cleveland Elementary School
Green Schoolyard Concept Plan - Report

Principal Tavernetti and the Green Schoolyard Committee would generally 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. The school community—in partnership with the PTA and local organizations—would like to implement some of the smaller elements on their own (i.e. plantings, artwork, etc.), following the advice of their landscape architect, to help extend their funding as far as possible. They would also like to make sure that their Phase One project is completed in its entirety with bond funds, so that this space will be available for children to use as soon 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 projects, on their own, before Phase One begins. These projects may include:

A. Some of the playground striping, if it can coincide with the conclusion of the modernization work that is occurring on the final building, at this writing. Striping may include (if the budget allows and the project manager for that project is amenable): the compass rose and human sundial, maps, and/or other playground striping shown in the plan.

B. Raised beds along the Moscow Street retaining wall in the “nibbling garden” areas shown on the plan.

C. Checking the functionality of the drainage and irrigation systems for the concrete planters that the modernization process added to the yard (near the main building and newest classroom building).

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:

D. The school’s highest priority for the use of their bond funds is to fully develop the nature play zone at the north corner of the site, and the associated imaginative play and planted features near the play structures, so that these areas are wheelchair accessible and includes these key elements:

   i. Nature play zone
      • Remove asphalt to create a softer learning and play space
      • Add high quality soil and compost to the area where asphalt is removed, suitable for children’s play activities, and add mulch as the finished surface of these spaces
      • Build landforms/topography by creating low hills and a recessed “dry creek” area (Try to match the size of the “cut” to the “fill” used to create the hills, if possible.)
      • Add an informal “story circle” seating area with “storyteller’s chair,” made from logs or boulders
      • Include a wheelchair accessible main pathway through the space and to the seating circle
      • Add large accent boulders for informal seating
      • Plant a large new tree and a variety of shrubs and other plants (Some of this vegetation may be added by the school community.)
      • Use an irrigation system to water the plantings until they get established

   ii. Changes to play structure zone
      • Add two, open-sided play houses (may be added by the school community)
Create a tiered seating area between upper and lower play structures and remove the fence that currently separates the higher and lower spaces in that area above the tiered seating.

iii. Shade trees

- Remove asphalt from two, large, in-ground tree wells to house four large shade trees, between the play structures and the playground. Note: The tree wells shown in the plan are substantial, in order to give the trees a greater chance of survival and improve rainwater percolation.
- Add mulch to cover the newly exposed soil
- Include a seat wall on the playground side of the tree wells to control the spread of the mulch onto the playground
- Add a nearby water supply or irrigation system to water the trees until they get established

E. The school’s second priority is to add the educational and recreational striping to their playground and all of the other elements shown around the perimeter of the playground. This would include the following items:

i. Painted features

- Painted maps of the world, the United States, California, and San Francisco—all oriented in relationship to the school site (north facing north, etc.)
- A compass rose painted at the center of the peace sign
- A human dial painted in a manner that is superimposed on the compass rose
- A solar system model, painted with the “Sun” as the stage for the amphitheater, and the planets arrayed along one of the lines for the peace sign (Neptune will fall at the north corner of the site, in the nature zone.)
- Painted game boards on the terrace
- Painted number and letter grids in the four square courts (and/or similar educational themes as desired)

ii. Playhouse under the landing of the exterior stairway on the terrace

- Add open-sided artwork that resembles a play house to the exterior of the base of the stairway on the terrace. The artwork is intended to make the ground-level portion of the stairway feel like a play house and become an environment for imaginative play.

iii. Green the southeast side of the existing classroom building

- Add planting spaces, trellises and vines to portions of the building’s façade that faces the playground

F. The school’s third priority is to develop the edible garden and outdoor kitchen at the south end of the site, including:

i. Enhance the in-ground edible gardens in the areas that are currently unpaved (add compost, etc.)

ii. Build a small pond or fountain with a solar powered pump system in the edible garden area

iii. Create new edible gardens in raised beds or in-ground beds along the Moscow Street retaining wall

iv. Add outdoor kitchen facilities such as: counter space, a sink, an outdoor oven and a storage shed for cooking supplies, and a picnic table for enjoying the food
G. The school’s fourth priority is to enhance the entry corridor on the east side of the school and to add the new outdoor classroom that is shown in the plan next to the new main entrance. This would include the following:

i. Outdoor classroom
   - Remove some small paved areas adjacent to existing in-ground planting beds to make them larger, as shown on the plan
   - Add high quality top soil, compost, and mulch to enrich the ground to support healthy plants (the current soil seems compacted and has no mulch)
   - Add attractive, permanent benches for the outdoor classroom space
   - Add a wheelchair accessible path to the outdoor classroom
   - Install rainwater harvesting cisterns to capture stormwater from the metal roof above the entrance
   - Enrich this space with new shrubs, boulders, and other garden features
   - Install a convenient water supply or irrigation system to support the plants in these spaces

ii. Corridor plantings
   - Add new plants to enhance the linear planting bed along the length of the corridor
   - Add wall murals, bird houses/feeders, weather monitoring equipment, and small renewable energy demonstration system (wind turbine) along the corridor

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:

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

I. Other projects shown on the Concept Plan or developed by the community in the coming years

NEXT STEPS

Now that Cleveland School has a completed Concept Plan, it is time to move on to the next phase of the implementation process. Principal Tavernetti and the Cleveland 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. building planters, creating artwork, planting vegetation, etc.), and which components will need to be built by a professional contractor. When the landscape architect has completed his/her construction drawings and they have been approved by SFUSD, they will go out for bid to professional contractors. Once hired, the contractor will construct their portion of the project first, and the landscape architect will supervise their work. When they are finished and their work has been accepted by SFUSD, the school community will add their own plantings and other smaller features, as desired.
CLEVELAND ELEMENTARY SCHOOL
GOALS AND IDEAS FOR THE GREEN SCHOOLYARD

The ideas below were generated by the Cleveland School community as they participated in green schoolyard project kick-off meetings led by Sharon Danks of Bay Tree Design, Inc. Both meetings were held on October 4, 2010. The faculty kick-off meeting was attended by 22 teachers, Principal Kristin Tavernetti, SFUSD’s Green Schoolyard Assistant Project Manager Tamar Barlev, and Environmental Planner Sharon Danks (Principal, Bay Tree Design, inc.). The parent/community kick-off meeting was attended by 6 school volunteers, Principal Tavernetti, Tamar Barlev, 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 Cleveland School grounds. 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.

LEARNING: Educational Goals and Curriculum Connections to the Schoolyard

- Outdoor classroom space (14)
- Edible garden for plant growth studies and sustainable, edible harvests (13)
- Weather station (6)
- Soil composition and geology studies (4)
- Outdoor kitchen (portable or permanent) with child-size cooking spaces and adult size cooking spaces (4)
- Hydroponic garden (inside the building) (3)
- Story circle with storyteller’s chair (2)
- Rabbit hut (2)
- Signs to explain schoolyard elements in multiple languages (1)
- Human sundial painted on the ground (1)

NATURE: Schoolyard Ecology

- Butterfly/pollinator garden (7)
- Bird feeders and habitat plantings (6)
- Wildlife area with native plants (6)
- Solar panel to produce renewable energy (5)
- Living roof (5) (as big as possible (1) – or on the bungalow(s) (4))
- Rainwater catchment system (3)
- Chickens (2)
- Dry creekbed (like at Golden Gate Park) to purify rainwater and promote infiltration (2)
- Trees, flowers and other growing things (2)
- Signs to explain where rainwater goes (“drains to the ocean”) (1)
- Fog catcher

PLAY: Schoolyard Recreation

- Nature play areas to look for insects, play in the bushes, and explore (11)
- Water painting boards for recess art play (7)
- Outdoor blocks, made from natural materials (movable) (4)
- Install game boards onsite (4)
- Make hills for play (2)
- Basketball hoops at various heights (2)
- Little forts and other imaginative play spaces (1)
- Painted maze or labyrinth (1)
- Digging areas (1)
- Various, colorful versions of hopscotch (1)
- Outdoor pathway made from stumps
- Sandboxes
**COMFORT:** *Schoolyard Comfort, Microclimates and Seating*

- Shade (5)
- Windbreaks (4)
- Seating area(s) made from cob in an artful design (1)

**BEAUTY:** *Improve Aesthetics and Enjoyment*

- Mosaics (4)
- Sculptures: create a sculpture trail with pieces added over time (4)
- Trellis with flowering vines growing on it (1)

**SCHOOLYARD CONFIGURATION:** *Ideas about the Use of Space*

- Create clearly separated spaces that are ball-free zones so kids participating in imaginative play do not get hit by balls (6)
- Use all parts of the school grounds, not just the playground (2)
- Redirect rainwater runoff so that it doesn’t run offsite and onto the street or play structure area – add a hill

**ITEMS DISCUSSED BUT NOT INCLUDED IN THE VOTING PROCESS**

The following additional ideas were also discussed during the meetings, but were not included among the voting options since they can be implemented universally or relate to the way the site is used.

**PROGRAMMATIC IDEAS**

- Integrate FOSS kit lessons with the yard, for example the solar energy unit

**PRELIMINARY GOALS FOR THE GREEN SCHOOLYARD PROJECT**

The groups brainstormed an initial set of goals for their green schoolyard.

- Create a variety of different places for children to explore; spaces that are child-friendly but very different from one another
- Provide hands-on learning opportunities
- Provide protection from the elements (wind protection, shade, rain shelter)
- Address the space near the bus stop, to improve privacy and safety (create a buffer)
- Involve the community in the project (design, construction, planting, maintenance)
- Take a green approach to the school in general, not just the yard
- Engage all of the stakeholders at and near the school, including children
# 2006 Proposition A Bond Green Schoolyard Project

## Summary – Cleveland Elementary School’s Design Priorities

The summary list below reflects the results of community and teacher input at our green schoolyard brainstorming sessions on October 4, 2010. Each of the participants at these meetings received 8 votes to split among the list of choices brainstormed at the meetings. Below are the ideas in ranked order.

At the design workshop, participants were asked to place ALL of the items that received at least 4 votes (contained in the red box), into their draft designs for the schoolyard. They were also given the choice to include any of the other ideas below, and add new ideas that they thought of during the workshop.

1. **Outdoor classroom space**
2. **Edible garden for plant growth studies and sustainable, edible harvests**
3. **Nature play areas to look for insects, play in the bushes, and explore**
4. **Butterfly/pollinator garden**
5. **Water painting boards for recess art play**
6. **Weather station**
7. **Bird feeders and habitat plantings**
8. **Wildlife area with native plants**
9. **Create clearly separated spaces that are ball-free zones so kids participating in imaginative play do not get hit by balls**
10. **Solar panel to produce renewable energy**
11. **Living roof (as big as possible {1} – or on the bungalow(s) {4})**
12. **Shade**
13. **Soil composition and geology studies**
14. **Outdoor kitchen (portable or permanent) with child-size cooking spaces and adult size cooking spaces**
15. **Outdoor blocks, made from natural materials (movable)**
16. **Install game boards onsite**
17. **Windbreaks**
18. **Mosaics**
19. **Sculptures: create a sculpture trail with pieces added over time**
20. **Rainwater catchment system**
21. **Hydroponic garden (inside the building)**
22. **Trees, flowers and other growing things; trellis with flowering vines**
23. **Story circle with storyteller’s chair**
24. **Rabbit hutch**
25. **Chickens**
26. **Dry creekbed (like at Golden Gate Park) to purify rainwater and promote infiltration**
27. **Make hills for play**
28. **Basketball hoops at various heights**
29. **Use all parts of the school grounds, not just the playground**
30. **Signs to explain schoolyard elements in multiple languages**
31. **Human sundial painted on the ground**
32. **Signs to explain where rainwater goes (“drains to the ocean”)**
33. **Little forts and other imaginative play spaces**
34. **Painted maze or labyrinth**
35. **Digging areas**
36. **Various, colorful versions of hopscotch**
37. **Seating area(s) made from cob in an artful design**
38. **Fog catcher**
39. **Outdoor pathway made from stumps**
40. **Sandboxes**
41. **Redirect rainwater runoff so that it doesn’t run offsite and onto the street or play structure area – add a hill**

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**Highest Priorities – Please include**

1. **Outdoor classroom space**
2. **Edible garden for plant growth studies and sustainable, edible harvests**
3. **Nature play areas to look for insects, play in the bushes, and explore**
CLEVELAND SCHOOL – SITE WALK MAPS

CLEVELAND ELEMENTARY SCHOOL

 Existing Use Zones

Legend:
- Building footprints
- Existing outdoor play areas & courtyards
- Existing open space (grass)
- Fire area (emergency access points from main entry)
- Initial 20-building space
- Key PPE play space
- Spaces for imaginative play
- Student drop-off & after-school storage
- Exterior / pedestrian areas
- Lotes & vacant areas
- Circulation only

Bay Tree Design, Inc.

CIRCULATION DIAGRAM

Legend:
- Building footprints
- Existing outdoor walkways & courtyards
- Pedestrian access
- Important pedestrian pathways
- Full pedestrian pathways
- Bike lanes
- Bike routes
- Vehicle access
- Car loading zones & parking areas
- Bus loading zones
- Fire area (emergency access points from main entry)

Bay Tree Design, Inc.
CLEVELAND SCHOOL – PHOTOGRAPHS OF THE SCHOOL GROUNDS
FALL 2010 & SPRING 2011

FRONT OF SCHOOL – ALONG ATHENS STREET

NEW MAIN ENTRANCE TO THE SCHOOL BUILDING – ALONG ENTRY CORRIDOR FROM ATHENS STREET
APPENDIX C

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

NEW MAIN ENTRANCE – NEAR PRINCIPAL’S OFFICE

NEW MAIN ENTRANCE – RAINWATER HARVESTING POTENTIAL – DOWNSPOUTS
CLEVELAND SCHOOL – PHOTOGRAPHS OF THE SCHOOL GROUNDS
FALL 2010 & SPRING 2011

PLANTING BEDS NEAR MOSCOW STREET

MOSCOW STREET
CLEVELAND SCHOOL – PHOTOGRAPHS OF THE SCHOOL GROUNDS
FALL 2010 & SPRING 2011

PLAYGROUND VIEWS
CLEVELAND ELEMENTARY 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. Four classes (approximately 80 students) participated in this exercise which was developed by Bay Tree Design, inc. and implemented by their teachers. Each child’s favorite place on the school grounds is marked with a green dot and their least favorite place is marked with a red dot. Brief comments that explain these choices were also recorded anonymously on the maps.

MAP OF KINDERGARTENERS’ FEEDBACK
CLEVELAND ELEMENTARY SCHOOL
CHILDREN’S FAVORITE & LEAST FAVORITE PLACES

MAP OF 1ST GRADERS’ FEEDBACK

MAP OF 2ND GRADERS’ FEEDBACK

Appendix D: Page 2 Mapping exercise created by Bay Tree Design, inc. & implemented by Cleveland School faculty
CLEVELAND ELEMENTARY SCHOOL
CHILDREN’S FAVORITE & LEAST FAVORITE PLACES

MAP OF 4TH GRADERS’ FEEDBACK

WRITTEN FEEDBACK FROM 4TH GRADERS

- likes playing b-ball
- likes playing tether ball daily
- likes tether ball
- likes playing foursquare
- likes to play tag on structure
- all my friends there
- fall down on bball court
- play soccer by long ramp stairs
- got hit in the face (t-ball)
- big structure is safe
- play more on big structure
- square too loud/hurt
- fell on hill structure
- ppl get hurt playing bball
- don’t play on structure
In August 2010, the Cleveland School community began a participatory schoolyard design process as part of the SFUSD 2006 Proposition A Bond’s Green Schoolyard Program. The overall goal of this bond-funded project is to enrich the schoolyard with additional recreational, educational, and ecological features that will make it a more exciting, beautiful, interesting and comfortable environment for students and adults.

The 2006 Proposition A Bond program is contributing $150,000 to “green” Cleveland School’s schoolyard. The concept design for this renovation was developed using a participatory design process that included Cleveland School’s principal, teachers, and family members, assisted by Bay Tree Design, inc.

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

MISSION STATEMENT

“The Cleveland Greening Project seeks to transform our school into a place where our children begin to understand their interconnectedness as citizens of the planet.”

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

OVERALL GOALS & OBJECTIVES

Goal #1: Install renewable energy systems onsite
- Include a solar array & interpretive display

Goal #2: Create areas for outdoor learning
- Build outdoor classrooms(s)
- Create an outdoor amphitheater with a stage
- Include curriculum connections to many subjects (weather studies, wildlife, nutrition, energy, geology)

Goal #3: Create natural play areas
- Provide places for children to look for insects, play in the bushes & explore their environment
- Use native plants to create pollinator & bird habitat
- Create low hills for play

Goal #4: Create various gardening areas
- Include edible gardens for plant growth studies
- Build an outdoor kitchen with places for both adults & children to participate in cooking & eating

Goal #5: Make the schoolyard more comfortable by adding shade, seating & ball-free safety zones
- Add shade trees & a variety of seating options
- Place imaginative play areas away from ball games
- Protect play structure zones from balls with low fences
CLEVELAND SCHOOL
GREEN SCHOOLYARD - DESIGN PROCESS

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

1. PROJECT KICK-OFF

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

2. SCHOOLYARD RESEARCH

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

3. DESIGN WORKSHOP

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

4. CONCEPT PLAN

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

RECITALS

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

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

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

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

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

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

5. **TERMINATION**

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

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

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

6. **INDEPENDENT CONTRACTOR**

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

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

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

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

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

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

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

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

13. **SEVERABILITY**

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

14. **AGREEMENT MADE IN CALIFORNIA**

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

15. **INDEMNIFICATION**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

18. **CRIMINAL BACKGROUND CHECKS**

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

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

19. **PROPRIETARY INFORMATION OF DISTRICT**

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

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

**TO THE DISTRICT:**

San Francisco Unified School District

ATTN: XXXXX

135 Van Ness Avenue Room 207

San Francisco, CA 94102

**TO THE CONSULTANT:**

XXX LANDSCAPE ARCHITECTS

XXXXX Street

XXXXX, CA 9XXXX

(XXX) XXX-XXXX

21. **WAIVER**

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

22. **ASSIGNMENT**

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

23. **OWNERSHIP OF THE RESULTS**

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

24. **AUDIT AND INSPECTION OF RECORDS**

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

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

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

IN WITNESS WHEREOF the parties hereto have executed this Agreement the year and date first above written.

Resolution #: XXX-XXXX

_________________________________   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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<td>Services performing under the Agreement:</td>
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<td>Schools/Locations where services are being performed:</td>
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<td>Total amount to be paid by the District under this Agreement:</td>
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<td>Term of Agreement:</td>
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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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Printed name of Consultant  |  
Printed name of Administrator

David Goldin, Chief Facilities Officer
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 DVBE subcontractors/suppliers to contact. Bidders are advised to contact as many DVBEs (who provide relevant goods and/or services in the applicable location(s)) as possible. Non-California-certified DVBEs are not eligible -- please refer those DVBEs to the OSDC to learn about certification (see the Resources & Information page for contact information).

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

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

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

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

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

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

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

U.S. Small Business Administration (SBA)
Internet contact only – see instructions for website navigation
PRONET Database: http://www.pro-net.sba.gov

FOR:
Service-Disabled Veteran-owned businesses
in California
(Remember to verify each DVBE’s California certification.)

Local Organizations (see the DVBE Resource Packet available from DGS-PD DVBE Program Section listed below)

FOR:
List of potential DVBE subcontractors

DGS-PD Office of Small Business and DVBE Certification (OSDC)
707 Third Street, Room 400, West Sacramento, CA 95605
Website: http://www.pd.dgs.ca.gov/smbus

FOR:
Directory of Certified DVBEs
Certification Applications
Certification Information
Certification Status, Concerns

DGS-PD Office of Small Business and DVBE Outreach and Education
707 Third Street, 2nd Floor, West Sacramento, CA 95605
Voice, 8 am—5 pm: (800) 559-5529
Fax: (916) 375-4597

FOR:
DVBE Program Participation Requirements
DVBE Program Info. and Statewide Policy
DVBE Resource Packet
DVBE Business Utilization Plan
Small Business/DVBE Advocates

Advertisement Format Example

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

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

Commercially Useful Function Definition

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

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

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

- **OPTION A** – *I commit to meeting the full DVBE contract participation requirement.*
  Complete STD 840, Section A.

- **OPTION B** – *I performed and documented a Good Faith Effort (GFE) in an attempt to obtain DVBE participation.*
  Complete STD 840, Section A (for GFE Steps 4 & 5) and STD 840 (REVERSE), Section B (for GFE Steps 1–3).

- **OPTION C** – *I submit a copy of my firm’s “Notice of Approved DVBE Business Utilization Plan.”*

A. Full information must be provided.

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

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

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

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

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

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<td>Tier</td>
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</tbody>
</table>

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

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**.

<table>
<thead>
<tr>
<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</th>
<th>Contact Name</th>
<th>I contacted the Certification Office for a list of California certified DVBEs.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(916) 322-5060</td>
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<td></td>
<td>(916) 375-4940</td>
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</tbody>
</table>

Describe Result

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

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

Describe Result

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Organization Name</th>
<th>Contact Name</th>
<th>Telephone Number and/or Internet Address</th>
<th>I searched the Certification Office’s online database to identify California certified DVBEs.</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).**

<table>
<thead>
<tr>
<th>Focus Paper Name (list full name)</th>
<th>Contact Name</th>
<th>Telephone Number</th>
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Address Date Ad Published

<table>
<thead>
<tr>
<th>Trade Paper Name (list full name)</th>
<th>Contact Name</th>
<th>Telephone Number</th>
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Address Date Ad Published

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

<table>
<thead>
<tr>
<th>Trade and Focus Paper Name (list full name)</th>
<th>Contact Name</th>
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Address Date Ad Published
### ADDITIONAL DISABLED VETERAN BUSINESS ENTERPRISE CONTACTS


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

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<tr>
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**ADDITIONAL DISABLED VETERAN BUSINESS ENTERPRISE CONTACTS**


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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.

**OPTION A: COMMITMENT TO DVBE CONTRACT PARTICIPATION**

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

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

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

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

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

School Name: _______________________________Greening Project

**DESIGN PHASE**
- Schematic Design: $______________
- Design Development: $______________
- Construction Documents: $______________

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