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

REQUEST FOR QUALIFICATIONS (RFQ)
FOR LANDSCAPE ARCHITECTURAL DESIGN SERVICES
FOR
CLAIRED LILIENTHAL (MADISON CAMPUS) ELEMENTARY GREEN SCHOOLYARD PROGRAM
3950 Sacramento Street
San Francisco, CA 94118

August 26, 2011
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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 Claire Lilienthal (Madison Campus) ES 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 101 15 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 projects 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:

Lori Shelton, 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: Claire Lilienthal (Madison Campus) 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 Monday, September 19, 2011.

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 firms selected will be the Landscape Architects of Record for the Claire Lilienthal (Madison Campus) ES Green Schoolyard Project and will work directly with the Claire Lilienthal (Madison Campus) ES 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, SFUSD Criminal Background Certification form and 2011 IRS W-9 form. The Professional Consulting Services agreement will be issued by the District’s Contracts Administrator after Board of Education approval has been obtained. The consultant’s fee and scope of work shall be outlined in the agreement. Compensation shall be on the basis of the approved lump sum agreement. A sample SFUSD contract is included in Attachment B.

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

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

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

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

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

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

3. **Description of Project and Scope of Work**

2006 Proposition A Bond funding provides for school building and site improvement which include: Americans with Disability Act (ADA) compliance; health, safety and building

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1 Copies of your insurance policy are NOT required and should not be provide with SOQ submission.
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 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 Claire Lilienthal (Madison Campus) 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:

- Develop infrastructure for the edible garden and nature play zone as outlined in the Concept Plan Phase One, page 23.

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 Kate Sweetman at (415) 205-0155 or ketesweetman@gmail.com between 9:00 AM and 1:00 PM, Monday through Friday to schedule the site visit. **Site visits can be scheduled between September 6 and September 16, 2011.**

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 Claire Lilienthal (Madison Campus) 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 April 24, 2012.

Landscape Architectural Consultants Responsibilities:
*Landscape Architecture firm staff is required to:*

A) Conduct Project/Site Assessment:
- Review Scope of Work requirements at Claire Lilienthal (Madison Campus) 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 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 January 30, 2012. These documents should include:
  ▪ Existing conditions (verified in the field),
  ▪ Design sketches of all main concepts including color perspective and/or 3-D images and elevations necessary to illustrate design concept,
• Demolition plans, notes, legend, and details,
• Color landscape plan identifying hardscape materials, plantings and other site work elements,
• Planting Plan. A planting plan is required even if planting is not included in the contractor’s scope of work and should be included in the construction drawings. If planting is not included in the contractor’s scope of work the planting plan should be marked “Not in Contract.”
• Layout plan, notes, legends, and details,
• Grading plan, notes, legends, and details,
• Irrigation plans, notes, legends, and details,
• Construction detail drawings, notes, and legends,
• Color and materials booklet (min. 11” x17”) in color providing list and images of materials, plants, and product selections,
• Prepare and coordinate with SFUSD the Division 0 and Division 1 specifications provided by SFUSD into the bid documents. Prepare Division 2 and greater specifications,
• A cost estimate, and
• Incorporate hazardous materials mitigation documents (specifications and drawings) provided by District’s consultants into the final bid documents, if required.

• Submit a final set of drawings containing all edits & revisions in high resolution PDF format as well as final specifications for bidding to SFUSD document printing vendor, ARC (formerly Ford Graphics) Planwell department no later than February 23, 2012.

• 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, IMPACT, to facilitate communication and track documents between the District, District’s agents and contractor. Relevant staff training on IMPACT 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 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 Monday, September 12, 2011, close of business. The last addenda will be issued by Wednesday, September 14, 2011. 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 Monday, September 19, 2011:

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

RE: Claire Lilienthal (Madison Campus) ES Green Schoolyard Project

Maximum length for proposal/submittal (20 pages, Ariel or equivalent, 10-point font minimum)

Please provide the following information, in the order given 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.
Claire Lilenthal (Madison Campus) Elementary School will use the following selection criteria to evaluate each applicant (100 points maximum):

- Experience designing green schoolyards and educational gardens; knowledge of how gardens and outdoor elements may be incorporated into curriculum; understanding of master plan priorities; understanding of school’s unique culture and academic experience; and, knowledge of CBC and ADA accessibility requirements (25 points)
- Creative process and collaboration/rapport with green schoolyard committee and school community (15 points)
- Sustainable design expertise; knowledge of native and drought-tolerant vegetation, rainwater harvesting, drip irrigation, and sustainable harvested, produced and healthy materials (15 points)
- Construction expertise including public bid work, construction administration, documentation of phasing; ability to design to budget including performing value engineering; and, identifying work that may be performed by volunteer labor and with donated materials (15 points)
- Availability, team composition, resources and ability to meet schedule (10 points)
- Fee (10 points)
- Adherence to RFQ requirements (10 points)

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

- The full name and address of the firm or team
- The name and phone number of a designated contact person
- A brief description of the firm including a Statement of Purpose. Include a description of typical services to clients of the firm
- List of all credentials, certifications and licenses (including credential, certificate and license numbers). Copies are NOT required and should not be included in the SOQ submission.
- A description of the firm’s professional qualifications and experience, including those of any sub-consultants, in order to clearly demonstrate your ability to successfully furnish the landscape architectural/design services described in this RFQ.
- A discussion of the firm’s understanding of the landscape architectural/design services required for this project and the firm/team’s ability to meet these requirements.
- Provide a reference list of not less than 4 clients of the firm and/or joint venture group. This list should include clients for whom your firm has provided similar
architectural design work during the past four years. This reference list should include:
- the clients’ name, addresses, contact names, telephone numbers,
- a brief description of each project,
- project duration (please note whether project completed on schedule)
- an original budget and schedule, and
- a final cost and schedule for each referenced project.

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.

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 an outline of the fee proposal to undertake all of the tasks specified in the Scope of Work, using 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 discuss your firm’s experience over the last five (5) years with 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

IV: RFQ/Project Schedule:
Assuming Construction takes place during the summer 2012, the estimated schedule is as follows:

- Required site visit by Landscape Architectural firms 9/6/11 - 9/16/11
- Final RFQ Questions due to SFUSD, 2:00 PM PST 9/12/2011
- SOQ submissions due to SFUSD, 2:00 PM PST 9/19/2011
- SOQ evaluation & Landscape Architectural firm interviews by Green Schoolyard Committee 9/21/11 - 10/5/11
- Communication of selected Landscape Architectural firm due to Project Manager, 2:00 PM PST 10/5/2011
- Landscape Architectural firm tentatively identified 10/6/2011
- Anticipated approval to award landscape design services contract by Board of Education 10/25/2011
- Professional Consulting Agreement (contract) due to SFUSD 11/2/2011
- Estimated start of design process with site 11/2/2011
- Deadline to submit 100% completed Bid Packages (drawings & specifications) to SFUSD for review 1/30/2012
- Construction project advertised to public (week of) 2/27/2012
- Final Bid Packages submitted to printers 2/23/2012
- Final Bid Packages available to public for purchase and review 2/27/2012
- Estimated dates for job walk 1 with contractors (week of) 2/27/2012
- Estimated dates for job walk 2 with contractors (week of) 3/5/2012
- Estimated dates for construction project bid opening (week of) 3/12/2012
- Anticipated approval to award construction contract by Board of Education 4/10/2012
- Estimated date to issue Notice to Proceed (NTP) to contractor 4/24/2012
- Estimated date to hold pre-construction meeting with construction team (week of) 4/24/2012
- First day of construction 5/30/2012
- Substantial completion for construction 7/27/2012
- Final completion for construction 8/26/2012
- First day of school for the Academic Year 2012-2013 8/13/2012

The District reserves the right to modify the project’s schedule as necessary.

For questions or requests for clarification, direct your inquiries to Lori Shelton at the address specified in “Submit Bids” or by phone at (415) 241-6152 ext. 1557. Your proposal will be evaluated by the Claire Lilienthal (Madison Campus) 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. Claire Lilienthal (Madison Campus) ES Green Schoolyard Plan report and Concept Plan created by Bay Tree Design
B. SFUSD Sample Contract
C. DVBE Requirements
D. Fee Proposal Format

**VI: DOCUMENTS AVAILABLE FOR REVIEW**

Other information pertaining to work at specific school sites is available through review of the following documents:

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

SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Lori Shelton, Project Manager, Green Schoolyard Program
Tamar Barlev, Assistant Project Manager, Green Schoolyard Program

CLAIRE LILIENTHAL SCHOOL - MADISON CAMPUS
William Hack, Principal*
SangYeon Lee, Vice Principal*

PARTICIPATING FACULTY & STAFF
Sunny Chong  Carlene Lim
Jeanne Gillette  Debra Madison
Andrea Gormley  Hazeline Mandapat
Frank Kanios  Yune Moore*
Lissa Kim  David Reiss*
Erin Kovar*  Becky Rogers*
NaYoung Lee  Sheera Sadja

PARTICIPATING PTA & COMMUNITY MEMBERS
Jayhanti Adams  Maria Hogan
Rafael Cazorla  Caitlin Mohan
Martina Chapman  Joe Murray*
Christie Collins  Bolivar Puyol*
Shelley Esson  Yessica Puyol
Jim Fong*  Kate Sweetman*
Liz Heaney  Holli Thier*

PARTICIPATING STUDENTS
Approximately 80 students from four classes (K-2nd grade)
participated in the favorite places mapping exercise.

* = Green Schoolyard Committee members

BAY TREE DESIGN, INC.
Sharon Danks, Principal-in-Charge
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 – Participatory Design Process Summary
2006 PROPOSITION A BOND PROCESS

In August 2010, the school community at Claire Lilienthal School’s Madison Campus 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” Lilienthal’s school grounds. The concept plan for this renovation was developed using a participatory design process that included Lilienthal’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 April 2011, resulted in a concept plan that is intended to guide the future development of the school’s gardening program, outdoor classroom spaces, and play areas in the years to come. The plan’s design is more ambitious than the bond funding will be able to cover, so the school community has also expressed their priorities and determined which areas they would like to develop first using their bond funds. (These portions of the project are referred to as “Phase One” in this report.) The school community intends to raise additional funds in the coming years to continue to develop the yard according to the plan.

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

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 and assistant principal, the Green Schoolyard Committee, teachers, parents, PTA representatives, and other members of the local community. Many of these dedicated individuals regularly donate their time to help with various projects at the school, and were active throughout the process. Over time this schoolyard will flourish because of the supportive school administrators and dedicated school and community volunteers.
PROJECT KICK-OFF

In August 2010, the Proposition A Bond’s Green Schoolyard Program began with a meeting with Principal William Hack, Assistant Principal SangYeon Lee 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 September and 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.

Thirteen faculty members attended the teachers’ kick-off meeting, and ten parents and members of the school community attended the community kick-off meeting. Others in attendance at these meetings included Principal William Hack, Assistant Principal SangYeon Lee, 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, and a variety of ideas for enlivening outdoor learning and diversifying play. After the slideshows, the teachers and parents brainstormed ideas that they would like to see on Lilienthal School’s Madison Campus. (The PTA group added their ideas to the lists created by the teachers the previous month.) 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. The green schoolyard committee also reviewed the mission statement and goals previously developed by Lilienthal School’s Scott Campus before developing their own mission statement and goals for the Madison Campus.

GREEN SCHOOLYARD MISSION STATEMENT

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

“Our green schoolyard will be a place of learning, where the next generation of socially responsible citizens is developed.”
GOALS & KEY PROJECT IDEAS

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

IMPROVE SCHOOLYARD ECOTOLOGY
- Naturalize the school grounds; convert some of the pavement to softer natural materials that will allow rainwater to soak into the ground
- Create places for nature observation; use native plants to create a pollinator garden; create a pond
- Incorporate rainwater collection and energy systems

MAKE THE GROUNDS A PLACE OF LEARNING & DISCOVERY
- Move the Clay St. fence to the sidewalk to bring the unpaved spaces into the playground
- Create outdoor teaching areas, including an outdoor classroom and smaller seating pockets; total seating capacity for 90+ children, divided into groups of 22 children each (size of one class)
- Connect the grounds to the curriculum on topics such as: weather, agriculture, ecology, conservation, recycling, energy, water systems, art, health, etc.
- Create an edible garden with twelve raised beds (one per class) for teaching use and casual use (create a “nibbling garden” for use during recess)
- Build an outdoor kitchen and food preparation area, including a pizza oven or barbeque
- Include chickens and a chicken coop/run somewhere onsite

IMPROVE SCHOOLYARD COMFORT & BEAUTY
- Design a flexible site that can change over time
- Add shade, seating and places to relax including a “calm area” with some privacy using plants to create a permeable edge (easy to supervise, but private feeling to children)
- Bring color to the yard using artwork and flowers

ENCOURAGE VARIED RECREATION
- Provide a variety of play spaces and activities
- Keep some paved, open space for ball games as part of the overall variety of offerings
- Provide places for creativity, art and imaginative play including a “water painting” area (outdoor chalkboard to paint with water)
- Create digging areas

DEVELOP SOCIAL RESPONSIBILITY
- Engage the community and the neighborhood
- Teach stewardship and foster student involvement
- Create connections between home and school to reinforce a culture of learning and foster interaction
KEY SITE WALK FINDINGS

In September 2010, the Lilienthal 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 school grounds, 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 and Spring 2011, are included in Appendix C: School Ground Photographs.

EXISTING USE PATTERNS

Entrances on Sacramento Street

The main pedestrian entrance to the school is along Sacramento Street, on the east end of the site. The entrance is recessed and includes two decorative pillars and a small, paved open space with benches and planters. Although discouraged by the school’s administration, cars sometimes park illegally in this entry area (one car at a time), somewhat blocking the pedestrian entrance and wheelchair access.

To the west, a second school entrance on Sacramento Street leads directly into the school auditorium.

The sidewalk along Sacramento Street is lined with street trees and well-maintained, flowering garden beds which are taken care of by a neighbor (volunteer). The school greatly appreciates the neighbor’s efforts and does not plan to change the plantings in the garden beds along the sidewalk.

Courtyard

The classroom buildings at the school are arranged around a central, paved courtyard, which is surrounded by covered walkways. An elevator shaft in the northeast corner of the courtyard is decorated in painted tiles made by children and an elegant clock.

The open, central portion of the courtyard is mainly used for pedestrian circulation, social gatherings, and physical education classes. The north side of the courtyard includes some raised garden beds, planted with flowers and edible plants. Benches and picnic tables are located on the south side of the courtyard, in a covered space, and in a few other places near the edges of the courtyard.

On the far eastern side of the central courtyard, between the covered walkway and the building, are several more in-ground planting beds. They are visible from the walkway on the second floor as well as from ground level. Trash and recycling bins are often stored nearby, in the southeast corner of the courtyard, near the pedestrian entrance on Sacramento Street.
Eastern Outdoor Corridor

A narrow outdoor corridor runs the length of the classroom buildings on the eastern side of the school grounds, and includes a gate that opens to Sacramento Street. This space is a buffer between the classroom buildings and the neighboring residential property, and allows a secondary means of egress from the adjacent classrooms. It is a lightly used space, but is enjoyed by the neighboring classrooms for some gardening activities.

Most of this corridor is paved and relatively flat. It appears that there were once some planting beds along the eastern wall, contained within a concrete curb, but they have been filled in with asphalt. The space also includes a few raised planters with soil, chairs, tables, and other equipment used by the neighboring classrooms. The far north end of the corridor is raised about one and a half feet above the rest of the corridor and is unpaved. The far south end of the corridor includes a fenced space for trash bin storage.

Western Outdoor Corridor

A narrow outdoor hallway runs along the western edge of the school grounds, between the school’s auditorium/cafeteria and a neighboring residential property. A tall wall separates the school site from the neighbor’s property. This outdoor hallway provides a secondary means of egress from the auditorium, and a pedestrian path from the playground (on the north end) to Sacramento Street (on the south end). At the south end of the hallway, a gate leads to a paved terrace that is the formal entrance to the auditorium. It is raised above Sacramento Street and is adjacent to a large planting bed with ornamental plants. This outdoor hallway and terrace are very lightly used.

Playground

The playground, located on the north side of the school building, is almost entirely paved. It has a play structure with a rubber safety surface in the northeast corner, and an unpaved planting strip with small trees on its west side. Playground striping includes a small kickball field that overlaps with other striping, and several four square courts. A wheelchair ramp runs along the eastern side and includes a small rounded landing and a tree planter. There are also some picnic tables on the playground.

The playground is currently set up to foster sports games and climbing on the play structure, but children also engage in imaginative play activities (making up their own games) in small pockets near the northeast corner, the south end, and the west side, in places that are as far away from flying balls as possible.

Clay Street Entrance

A wide planting strip separates Clay Street from the playground. A tall sturdy, metal security fence with a vehicle entrance and a pedestrian gate sits between the planting strip and the play area. The planting strip includes several mature trees, some in-ground garden beds, and a variety of other plantings. These Clay Street sidewalk gardens areas are maintained by parents and other members of the school community. There are also two parking spaces in this buffer strip near the vehicle entrance to the schoolyard. This space is intended for two cars but three are sometimes parked here.

MICROCLIMATE VARIETY

The majority of the playground is exposed to the elements with very little shade in the afternoon, except in the areas near the perimeter trees along the west side and along Clay Street. The corridors around the classroom building are well shaded and are generally well protected from the rain.
PEDESTRIAN & VEHICLE CIRCULATION

The two most commonly used pedestrian entrances to the school are through the front gate on Sacramento Street and the pedestrian entrance on Clay Street. Secondary entrances along Sacramento Street are also used, but much less frequently. (Their main use is as emergency exits.) Bicycle parking is currently an informal process, with bikes found parked near the pedestrian entrance, under an interior stairway, and in the western outdoor corridor along the side of the building.

The central courtyard and covered walkways that surround it receive very heavy use by pedestrians for general circulation during school hours. The courtyard and the playground also receive heavy pedestrian activity during active play for PE and recess. (PE takes place in the courtyard; recess on the playground.)

Cars generally deliver students to the school along Clay Street. School buses meet students on Sacramento Street, west of the building’s main entrance. Delivery trucks generally park along Sacramento Street and then bring their goods into the school using hand carts, following the ramps to get to the main office, the cafeteria, and other locations. Some deliveries may also occur through the vehicle entrance to the playground. Garbage and recycling bins are stored in an enclosure at the northeast corner of the site, accessible from Sacramento Street. Garbage and recycling trucks park on the street nearby and wheel the bins to their trucks.

The vehicle entrance on Clay Street is an important entrance for fire trucks. There is an emergency vehicle right-of-way (fire lane) that extends from this entrance, across the playground, to the building to allow a fire truck to access the school in the event of an emergency. The schoolyard must remain paved in this area. (See fire lane shown in the Circulation Diagram in Appendix B, in the Opportunities and Constraints Diagram on page 8, and as a dashed line on the Concept Plan drawing on page 15.)

The school sometimes uses the playground for special event and after school parking. Vehicles enter through the gate on Clay Street. There are two parking spaces in the planting strip near this gate which are used on a daily basis by school administrators. A third car sometimes parks behind the two formal spaces. Please note: It is important to make sure that parking in this location does not conflict with the fire lane.

WATER SOURCES

The school grounds appear to have limited access to municipal water for irrigation. On our brief walk around the school site, our team only found one hosebib in the playground area (southwest corner), one near the Sacramento Street entrance, and one in the planting strip along Sacramento. It is possible that we missed seeing some hosebibs that are there, but it is likely that water access will need to be improved in the future if the school is to add the greenery that they desire. Please note: Our site walk team did not check the hose bibs that are marked on the Schoolyard Ecology map (Appendix B) to make sure they were operational.

Our site walk group noticed that part of the walkway around the courtyard is protected by a metal awning. This small metal roof may be suitable for rainwater harvesting, so it is noted as such on the Schoolyard Ecology and Infrastructure map in Appendix B.

GROUND SURFACES

Most of the school grounds are paved with concrete or asphalt, except for: garden beds along Clay Street and Sacramento Street; a row of trees planted in the ground along the playground’s west side, and some planting beds in the central courtyard. The play structure is surrounded by a rubber safety surface.
OPPORTUNITIES & CONSTRAINTS

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

Constraints

For this planning process, we assumed that the existing school building and play structure are fixed components of the school site. The fire lane was also considered an element that must stay paved and unobstructed since its location was determined by the fire department.

Opportunities for greening

As mentioned above, the school grounds include some areas that are already planted (shown in dark green) along the perimeter of the site and in existing raised beds. The light green areas of the map show places that the green schoolyard committee felt were potential zones for adding plantings, outdoor classroom areas, and nature play spaces. Some of the potential greening space is on the playground, and some was identified east of the school building in a long, narrow corridor that is visible and accessible from the adjacent classrooms.

Some of the school faculty members requested a green buffer along the north side of the classroom building, adjacent to the playground (shown above as a green oval), to shelter them somewhat from playground distractions. This idea was carried through to the first draft of the concept plan, in the form of a line of trees in this location, but the school community ultimately decided that trees would take up too much space in this part of the playground, and not all of the teachers in the adjacent classrooms wanted to block their views of the yard.
On our site walk, the green schoolyard committee noted that there was an opportunity to connect the playground with the adjacent sidewalk planting beds along Clay Street to allow children to access this space at recess in some way. Ideas proposed included adding a gate through the existing fence or moving the fence, itself, outward to the edge of the bed, if possible.

**Opportunities to enhance multipurpose spaces**

There were also many ideas for this school site that went beyond greenery to include other changes in the way the school grounds function. The school community would like to balance active play with other types of activities, to add places for outdoor learning, quiet reflection, and beauty. On the east side of the playground, the hardscape around the ramp and play structure was considered a fixed element, since it provides wheelchair access. However, the group felt that this space could be further enhanced by adding artwork and wall-mounted play activities that would not block the path of travel. Closer to the play structure, there are also some areas that are outside the fall zone for the climbing equipment that could be enhanced to promote the informal imaginative play that already occurs in that space.

The central courtyard’s primary uses are pedestrian circulation and physical education classes. The diagram shows this space as an opportunity to add outdoor classroom amenities around the perimeter and other features that do not conflict with PE. The small entry courtyard on Sacramento Street was also identified as an opportunity to add features that would make it nicer for parents during drop off and pick up times, and as a space to use with classes. Similarly, we considered adding wall-mounted artwork and educational features to the outdoor corridor along the western side of the school, so that it could be used as a linear outdoor classroom space. (Anything added to this space must not obstruct the emergency exit corridor.)

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

In October 2010, Bay Tree Design developed a mapping activity to solicit children’s feedback about the current configuration of the schoolyard. The school’s faculty members implemented this outreach effort by interviewing four classes of students in kindergarten through second grade. Together they collected information from approximately 80 students.

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

The children’s feedback was concentrated on the playground in all four classes, and did not address other areas of the school grounds. The kindergarten class’s responses were the clearest: most of them selected the play structure and nearby imaginative play areas as their favorite place and the ball games as their least favorite places. More than half of the first graders from Room 3 selected the play structure as their favorite place, and the other half were more evenly split about whether the ball games were positive or negative places. (Some do not like to get hit by balls when they play.) Second graders from Room 11 seem to like most of the central areas of the playground (play structure, ball game spaces, etc.), and do not enjoy the perimeters as much. The red dots along the line of trees in the playground are there because they do not like being told to stop playing near the trees. (The school feels the current ground surface is not ideal, and playground supervisors often ask them to play somewhere else.) The area near the building that received red dots is thought of as boring by this class. First graders from Room 5 also picked the play structure and the kickball area as their favorite places.
PARTICIPATORY DESIGN WORKSHOP

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

Teachers & PTA members collaborated in two groups to express their vision for the future green schoolyard at Lilienthal School. When each group had completed their drawing, a representative from each presented their ideas.

GROUP A: SCHOOLYARD DESIGN IDEAS
Eastern Outdoor Corridor

As shown on page 10, Group A’s design recommends turning the outdoor corridor on the school’s east side into a garden classroom with planter beds, compost bins, a greenhouse, and a chicken coop. A vertical wall of plantings would be arranged along the eastern wall to provide an attractive view from the adjacent classrooms.

Sacramento Street Entrances

Group A’s plan leaves the primary pedestrian entrance on Sacramento Street as it is, and looks to improve the elevated terrace near the school’s southwest corner. They would like to add outdoor classroom features to this space to create a “calm spot” with a fountain and a weather station.

Central Courtyard

The drawing shows the central courtyard in the same configuration as it is now, with the addition of a rainwater cistern (collecting rain from the covered walkway) tucked under the stairs in the northeast corner. They would also like the existing planting beds to remain.

Playground

Group A would like to see the west side of the playground developed as a multi-use garden and nature play space. Their plan includes: several living play houses of different types (made of plants), an outdoor kitchen, a space to make art, log rounds to play on*, and a digging area. (*The drawing notes that log rounds should be like the photo on page 103 of the Asphalt to Ecosystems book by Sharon Danks.)

They would like to see the exterior security fence along Clay Street moved to the edge of the sidewalk so that the existing planted space can be used as part of the playground. In addition, they would like to add a substantial green space to the west of the play structure, and a pond in the far northeast corner of the site. (The group also mentioned that salamanders and frogs currently live in that zone and would like to support them with the addition of this pond.)

Group A would like to create an amphitheater along the building using logs, similar to the one at Commodore Sloat School. (The drawing references an image of this space on page 105 of Asphalt to Ecosystems.) The amphitheater in their drawing sits on a bed of wood chip mulch and is intended to seat 90 children.

GROUP B: SCHOOLYARD DESIGN IDEAS

Eastern Outdoor Corridor

As shown on page 12, Group B’s design recommends adding a vertical garden to the east wall of the school grounds to improve the view from the nearby classrooms. They would also like to see the raised curb that currently exists in the middle of that corridor removed to improve access to this space. They have selected the north end of this corridor as a place for a chicken coop.

Sacramento Street Entrance

Group B’s plan calls for adding a Korean-style garden with plantings and a fountain to the main pedestrian entrance on Sacramento Street.
Western Outdoor Corridor

This group envisions the western corridor, between the auditorium and the adjacent residential property as a place for outdoor classes and play. They would like to see a “zip line” stretching from the top of the corridor (north) to the bottom (south). (Note: This idea is creative, but would not meet SFUSD’s current safety standards.) The drawing also includes a retractable canvas cover to shade the corridor on hot days, and equipment for bringing a class outside to do artwork. The south end of the corridor widens into a terrace near the entrance to the auditorium, along Sacramento Street. The group would like to see planting spaces for a pollinator/butterfly garden added to this terrace along with tables and/or a picnic table.

Central Courtyard

The group has left the central courtyard in its existing configuration, except for a new cistern to collect water from the covered walkways, and a new bike rack tucked under the stairs to the second level.

Playground

Group B would like to see the southwest corner of the playground turned into a nature play zone and outdoor classroom space that connects to the existing unpaved edge planted with trees. The plan shows asphalt removal in the new area, and the addition of logs or boulders, a sand box and other features to enhance learning and play. They have also noted that a space near the stairs (to the courtyard) often has drainage problems, and would like to fix this if this area is redesigned. They have extended the new nature space all the way to the edge of the sidewalk, and moved the exterior fence to the edge of the sidewalk to bring the sidewalk garden into the yard. They would like to add a pizza oven near the gate to Clay Street.
In the East part of the playground, the drawing shows the exterior fence moved to the edge of the sidewalk, to capture the existing unpaved space and trees as part of the playground and expand the area that the children can use to play at recess. They would like to create an informal nature zone in this unpaved space, with a creek, a weather station, and plantings. Their plan also indicates that they would like to have a new fence that is not metal around the perimeter.

On the other side of the play structure, near the ramps, they have added a vertical garden along the perimeter wall and a sandbox on either side of the ramp. A green buffer of plants is arranged along the building wall.

**Clay Street Planting Strip**

The plan expresses interest in keeping the parking area, with two designated parking spaces, in its current configuration. (Note: This area was shown incorrectly on the site analysis map but was corrected on the concept plan. In the past, a third car was sometimes parked behind the other two, but this has the potential to block the fire lane so the practice has been discontinued.)

**CONCEPT PLAN**

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

The plan expresses the Lilienthal 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 April 12, 2011.

**KEY DESIGN CONCEPTS & GOALS**

The design ideas in this plan follow a central set of concepts and goals that were developed through discussions with the principals, 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 moving the exterior fence along Clay Street from its present location to the edge of the sidewalk so that children may make use of that unpaved space during recess, and expand the size of their small playground.
Comfort

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 (and adults!) can relax comfortably and play creatively, without getting hit by balls. The range of seating options will include a large, curving seat wall, an outdoor classroom with a vine-covered trellis, curving benches in the garden, and informal boulders and logs to sit on.

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 pond and dry creek/stormwater overflow channel will provide a moist place for the amphibians that live in this area. 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 design also includes a rainwater cistern that will collect rainwater from the covered walkway in the courtyard to help teach students about water conservation. Planted areas in all parts of the plan will also be irrigated efficiently. Removing asphalt from portions of the school grounds and adding shade trees will also reduce the urban heat-island effect on the playground on sunny days (cooling the air), and will allow more stormwater to soak into the ground. The plan calls for a solar powered pond pump system to keep the water moving in the pond and demonstrate renewable energy production to the children.

Education

The west and north sides of the playground will become vibrant outdoor learning spaces, with curriculum-tied features intended to provide teachers with additional hands-on resources to enhance the coursework they are already teaching, and places to sit while conducting class outside. The site will house other educational features such as the rainwater cistern (motioned above), art studio space, a garden classroom and outdoor kitchen for nutrition lessons, and wildlife-oriented plantings in the nature play zones. Many of these features will also be informal educational tools that children can explore during recess. The eastern outdoor corridor will be home to a chicken coop and compost bins to illustrate the nutrient cycling process and provide the children with a chance to nurture other creatures. All of these spaces will broaden the urban children’s physical experiences as well, as they explore the natural materials found in these new environments (e.g. smooth boulders, mulch and other wooden items with interesting textures, plants in many colors, etc.)

Recreation/Play

The plan includes areas devoted to active play, exploration and imaginative adventures in addition to the play 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 central courtyard for their physical education games.

Beauty

The new design will add beauty to the school grounds by converting some of the paved spaces into gardens, adding artwork, and adorning plain walls with plants and murals.
Community Stewardship

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

CONCEPT PLAN DESIGN SUMMARY

The text below follows the Concept Plan clockwise, beginning with the east side. Please see the attached Concept Plan dated April 12, 2011 on page 15.

Eastern Outdoor Corridor

An outdoor corridor runs along the east side of the school grounds, between the classroom building and the adjacent residential property. The windows of several classrooms look out onto this corridor, and the same classes each have a doorway with direct access to this space, as shown in the photograph to the right. The school finds it difficult to use this area as an outdoor classroom space because noise carries into the nearby classroom windows and too much activity outside is distracting to the students.

The concept plan calls for enlivening this space and improving its visual appeal with plants so that students will enjoy it more from their classroom windows. The idea is to create a flowering, vertical garden with plants arranged linearly on a trellis along the boundary wall where it will be visible from the windows. The raised concrete curb in this space (shown in the photo above) will probably be costly to remove, so the plan suggests making the new planting space within this existing edge. This new garden will require some tools and equipment, so the plan also shows a small shed and a potting table nearby to facilitate this small scale gardening. Classes will probably only come out to use this garden directly on an occasional basis, when the surrounding classes are not in their rooms, to avoid interrupting them.

The plan shows a chicken coop at the far north end of this corridor, intended for a small number of hens. The chicken coop and its enclosure would be arranged on two levels since the northern-most end of this corridor is slightly raised above the rest of the space. The lower portion of the enclosure would be at the same grade as the path, and would include a small hen house enclosed on all sides by a fence. This space would be designed to be wheelchair accessible and would accommodate a portion of a class as they visit the chickens. The adjacent elevated tier would also be enclosed by a fence on all sides, and would be designed to give the chickens additional space to roam. (Since the upper space would not be wheelchair accessible, it would not be a place for classes to meet.) As is the case for all urban chicken coops, it is important to protect the chickens from raccoons and other urban predators, and to clean up all of the chickens’ left over food to avoid attracting rodents.

A three bin compost area would be situated between the vertical garden and the chicken run, and would be used for composting chicken manure and garden clippings.
Pedestrian Entrance on Sacramento Street

The school’s main pedestrian entrance (left) on Sacramento Street is spacious but not as welcoming as the school community would like it to be. To make this area more inviting and more reflective of the school’s programs, the plan calls for the addition of an entry garden with comfortable benches, a small bubbling fountain, and additional plantings. The plant choices and design style for the garden should reflect a Korean garden aesthetic to connect to the school’s Korean/English Two-way Immersion Program.

This small entry courtyard is outside the school’s security fence, making it a space that is accessible to the public. Some members of the school would like to consider moving the security fence and its gate to a position that is closer to the street, in order to bring the entry garden inside the fenced boundary, for use by the students during the school day.

Western Outdoor Corridor

A second, long narrow corridor runs between the auditorium/cafeteria and the adjacent residential property. This corridor is mainly used as a means of egress from the school building in case of emergency, and is infrequently used as a regular pedestrian pathway. (See photograph, top right)

The green schoolyard concept plan reimagines this space as an outdoor art studio, with wall-mounted easels located along the west wall of the corridor to encourage painting and other messy art projects in this outdoor location. The outdoor hallway is long enough to accommodate an entire class. A narrow storage shed for art supplies could also be placed nearby, adjacent to the existing utility box. This location would allow supplies to be at hand and would not block the emergency exit path.

The southern portion of this corridor ends in an elevated terrace in front of the auditorium. (See photograph, bottom right) This space is currently unused, but is the ideal space for two, carefully-placed, small picnic tables—positioned out of the way of the emergency exit pathway. The picnic tables could be used in conjunction with the art studio space in the hallway, providing a place for a teacher to talk to his/her students before beginning a lesson, and providing table space for art activities that need horizontal surfaces.
Central Courtyard

The central courtyard is a space that is already quite busy, since it acts as a major pedestrian thoroughfare and gathering space throughout the day and is also the home of the physical education program. To allow those important uses to continue unchanged, the concept plan only introduces new features to the perimeter of this zone.

A rainwater cistern is planned for the east side of the courtyard, in a space between existing in-ground planters, near the building wall. The cistern would be used to collect rainwater from the red, metal awning that covers the adjacent walkway. Once stored, this water would be used to irrigate the ornamental garden beds next to the cistern.

A new bike rack is shown in the plan nearby, tucked under the stairway to the second floor. Since the clearance under the stairs is low, the bike rack should be positioned so that the front tires of the bicycles are under the stairs. If a bicycle rack is placed in this location, some of the existing coat hooks that are now in that space should be moved to another location.

The school community would like to have an outdoor kitchen with an attractive, stone oven or barbeque, adjacent work table, and nearby sink. One potential location we came up with for this equipment is on the footprint of the lowest garden bed at the northwest corner of the courtyard. This space is out of the way of the PE games and is located near the cafeteria and courtyard gathering space—so it would be useful during the school day and for school-wide festivals and other events. Since SFUSD has not yet approved many ovens of this nature, the feasibility of this feature requires further study before it can be implemented. It is also possible that another location will be found that is more suitable. Careful thought should go into checking fire safety regulations. If a permanent oven or barbeque is too difficult to install, a portable camping stove, or other small, portable cooking device might be considered for use with outdoor cooking classes and events.

Playground

The playground at Lilienthal School’s Madison Campus is small, so the school community is interested in expanding the space, if possible. A tall security fence runs the length of the school property along Clay Street in a location that separates a wide, sidewalk planting strip from the playground. The school would like to consider moving at least a portion of this fence to the far (north) side of the planting strip, so that it would be located on the property line. The portion of the fence they are most interested in moving is to the east of the parking area, alongside the play structure. (The parking spaces would remain outside the fence, but the planting strip to the east would become part of the playground.) Similarly, they would like to consider moving the western portion of the fence between the vehicle entrance and the neighboring residential property, to make this space part of a new edible garden, as well.

In its current configuration, the activities offered on the playground emphasize ball games and play structure play, and do not actively support imaginative play options. The green schoolyard concept plan seeks to balance the types of recess play options offered to the children, and offer a mix of ball games and other types of learning and creative play spaces. This diversity of activities will appeal to children with different interests and play styles, and will offer variety to them as they move through the grade levels.
**Edible Garden & Nature Play Zone**

On the west side of the playground, the concept plan shows a substantial edible garden and nature play zone. This site was selected because it already has an existing row of trees along the back wall to anchor the other plantings (shown, right), and is out of the way of most ball games. The curving contour of the design follows the fire lane, and allows the fire truck to maneuver in the remaining portion of the yard. A curving, mosaic-covered seat wall separates the new planted space from the ball games. The seat wall includes a raised, round “speakers platform” intended to be used by the principal during morning announcements, or during special events. This low platform will also be useful as a table during recess. The seat wall is capped at each end by entry archways, which allow access to the garden and nature play spaces. The remainder of the perimeter of this space is enclosed by a picket fence. The combination of low fence and seat walls will help to contain the loose materials (soil, mulch, etc.) and reduce their migration into the nearby ball play spaces, while also keeping balls out of the plantings.

The south end of this planted area is envisioned as a park-like, nature play zone with shrubs and trees. It includes a circular, vine-covered gazebo that acts as a cozy outdoor classroom for teachers who would like to teach outside. Nearby, a “play house village” of living structures provides places for children to engage in imaginative play. The living playhouses could be in the form of bamboo teepees covered with vines, or other open-sided playhouse structures surrounded by plants. This space also includes weather monitoring equipment, a digging bed or covered sandbox, boulders (tied to the geology curriculum) and logs to sit or play on, and other similar features. Plantings in this area could be native species selected for seasonal color or fruit-bearing shrubs.

The north end of this zone is an edible garden, arranged as a teaching space. The school would like to have one planting bed per class, so the drawing shows twelve raised beds. The space in this part of the schoolyard is not large, so the planting beds are fairly small. Another option would be to consolidate the garden beds and encourage the classes to share responsibility for the entire space, as is done at many schools. The garden design also includes a shed for storing garden tools and class supplies. It has a curved seating area formed by the perimeter wall and another curved bench. If it is possible to move the perimeter fence along Clay Street to the far side of the planting strip, then the edible garden will also extend to this space. Since this extended portion of the garden is not level, the drawing shows a less formal arrangement of plants that would be suitable for a hillside, including berry bushes and a fruit tree.

**Central Ball Play Zone**

The central, paved portion of the schoolyard will remain devoted to ball games. This space will include at least one four square court, a small kickball diamond, wall ball, hopscotch, and other painted games. Some of these games may be drawn with overlapping lines, to provide more diversity. If that is the case, they would be intended for use at different times. Only a portion of the planned playground striping is shown on the concept plan. The playground striping design will need to be configured in more detail in the next stage of the planning process. The concept plan also includes an active play, hopscotch-style pathway composed of painted circles, inspired by a design that is used in Japan (shown, right). The hopscotch path will encourage children to use the whole yard, and to circulate from one side to the other.
Wildlife Habitat near Play Structure

The play structure currently sits on a rubber mat, surrounded by paved surfaces. This corner of the yard is a place where many children like to play imaginative games, away from flying balls. However, there are not presently any play props with movable parts in this area, so their games are somewhat limited.

The concept plan shows how this space could be softened and made more conducive to creative play by removing some of the surrounding pavement and adding shrubs, trees, logs, boulders and other interesting things to do. The design for this space includes the school’s idea to shift the fence toward the sidewalk, so that there is more space available to the north of the play structure.

A wheelchair accessible pathway is shown through the new planted area, connecting the playground with the play structure’s mat. Another wheelchair accessible space is shown adjacent to the new pond, which has a solar powered pond pump system. A “dry creek” of small rocks will direct any stormwater overflow from the pond through the site and toward shrubs. Secondary pathways, made from log stumps, wind through the nature area. Boulders selected from local rock quarries will be tied to the geology curriculum and speak to San Francisco’s environment. Some of the boulders and logs will be arranged in patterns that can be used as informal, small group seating areas. Plantings in this zone will be selected for their value to local wildlife (pollinators, salamanders, frogs). The school community has observed that this area is already home to salamanders, so care should be taken when creating the new features meant to serve them.

Imaginative Play Area & Plantings

The eastern boundary wall of the playground, between the play structure and the school building, runs along a wheelchair ramp and is used for circulation through the school site (shown, left). The concept plan suggests activating this space to a greater degree by adding water painting boards or chalkboards to the wall to encourage creative artistry at recess, while keeping the passage open.

A portion of the ramp’s railing forms a triangular space that is currently unusable. (See railing area behind portable basketball hoop, shown left.) The plan suggests retrofitting this triangular space with a specially designed planter that would fit within the railing to provide additional greenery. If possible, the school would also like to add a new drinking fountain to this part of the yard to improve the children’s access to drinking water at recess.

Green Screen along Building Façade

The school community feels that the building wall along the south side of the playground is somewhat stark, as shown in the photograph on the right. The plan suggests adding some planting spaces near the building, with tall trellises secured to the building wall, between the windows. Vines grown in these spaces would be trained up the trellises to soften the overall look of the building.
**Schoolyard Greening Priorities & Proposed Project Phasing**

The Concept Plan for Lilienthal School’s Madison Campus includes ideas that are larger than the 2006 Proposition A Bond process and are intended to be accomplished in the years to come. The school community has identified the projects within this plan that they would like to implement with the $150,000 funding from the bond. They have divided their plan into a prioritized list as described below, to accomplish their goals as the bond funds allow. They will try to raise additional funds and in-kind donations of services and materials, to complete the later phases of the project, with the help of volunteers from the school and local community.

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

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

**Pre-Phase One**

The school community would like to implement some projects, on their own, before Phase One begins. These projects may include:

A. Creating the outdoor art studio in the western outdoor hallway and the seating area on the adjacent terrace in front of the auditorium. Key features include:

   i. Chalkboards or easels mounted on the wall of the corridor (very narrow profiles)
   ii. Narrow supply cabinet installed along the wall near the utility enclosure, out of the way of foot traffic
   iii. Two picnic tables placed on the terrace in front of the auditorium, out of the way of the emergency exit path and utility box

B. Construction/purchase of raised planting beds for each classroom, to be used as an edible garden. Please note: This could be a temporary configuration, until a more permanent solution is built during Phase One, or beds could be built/purchased to used as part of the permanent installation. Key features include:

   i. Twelve raised beds to create an edible garden space for each class, along with high quality soil to fill them
   ii. Garden tool shed (a permanent part of the green schoolyard)

C. Greening the east wall of the eastern outdoor corridor. This can be accomplished in a number of different ways including using:

   i. Planters with vines and a trellis to provide support for vertical plant growth, or
   ii. Plants that have their own vertical growth habit (e.g. bamboo), or
   iii. A commercially available, wall-mounted, vertical garden product such as Woolley Pockets, Inka Biospheric Systems, or a similar product
D. Adding elements that foster imaginative play in the playground at recess. Projects along these lines could include:

i. Creating bamboo teepee playhouses with their “feet” set into large sturdy pots, rather than in the ground. Supplies include: large sturdy pots filled with soil, plants (flowering vines), and bamboo poles

ii. Wall-mounted chalkboards for water painting activities

PHASE ONE

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

E. The school’s highest priority for the use of their bond funds is to develop the infrastructure for their edible garden and nature play zone (on the west side of the playground), so that it is wheelchair accessible and includes these key features:

i. Asphalt removal in the areas covered by this new, softer learning and play space

ii. High quality soil and compost for the area where asphalt is removed, suitable for edible gardens and children’s play activities, and mulch for the finished surface of these spaces

iii. Seatwalls, picket fences, and entry gates along the playground edge to separate this space from ball games

iv. An outdoor classroom, shaded by a gazebo with vines (leafy shade)

v. A garden shed, to store supplies

vi. Wheelchair accessible main pathways to the key features including the edible garden, outdoor classroom, and playhouse village

vii. Large accent boulders for informal seating

viii. Several new trees and a variety of shrubs and other plantings (Some of this planting may be accomplished by the school community.)

ix. Raised beds for twelve classes to use (may be built by the school community)

x. Several living play houses (may be added by the school community)

F. The school’s second priority is in the northeastern corner of the playground, next to the play structure. They would like to add the portions of the wildlife habitat and nature play zone that border the play structure’s rubber mat, within the current fence line. This would include the following items:

i. Asphalt removal in two spaces, to the east and west of the play structure’s rubber mat

ii. Addition of high quality soil or compost to the areas where asphalt is removed, and mulch for the finished surface of these spaces

iii. Wheelchair accessible pathway through the larger space

iv. Log rounds for secondary pathways and accent boulders for informal seating

v. New trees and shrubs selected for their value to local wildlife (Some of these plantings may be accomplished by the school.)

G. The school’s third priority is to move the fence along Clay Street (between the parking area and the eastern property line) out to the edge of the sidewalk so that the unpaved, planting strip there becomes part of the playground’s domain. This area slopes somewhat and includes several trees, so moving the fence will require finding a solution that works with these site conditions.
H. The school’s fourth priority is creating the entry garden on Sacramento Street’s main (eastern) pedestrian entrance. This would include the following:

i. Removal of some concrete paving to create raised planting beds that are in contact with the ground/soil
ii. Addition of attractive, permanent benches to encourage conversation (social seating)
iii. A small fountain with a solar powered pump system (or other energy source)
iv. Plantings and design style reflecting a Korean garden aesthetic

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:

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

NEXT STEPS

Now that Lilienthal School’s Madison Campus has a completed Concept Plan, it is time to move on to the next phase of the implementation process. Principal Hack, Assistant Principal Lee, and the Lilienthal 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 principals 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.
LILIENTHAL SCHOOL, MADISON CAMPUS
GOALS AND IDEAS FOR THE GREEN SCHOOLYARD

The ideas below were generated by the Lilienthal School community as they participated in green schoolyard project kick-off meetings led by Bay Tree Design, inc. The faculty kick-off meeting on September 7, 2010 was attended by 13 teachers, Principal William Hack, Assistant Principal Sang Yeon Lee, SFUSD’s Green Schoolyard Assistant Project Manager Tamar Barlev, and Environmental Planner Sharon Danks (Principal, Bay Tree Design, inc.). The community kick-off meeting on October 5, 2010 was attended by 12 members of the school community including Principal Hack and Asst. Principal Lee, and was led by Sharon Danks, Tamar Barlev, and Lori Shelton (SFUSD Green Schoolyard Project Manager).

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 Lilienthal 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. Votes from the community meeting are indicated in blue text. Votes from the faculty meeting appear in black text.

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

- Weather station, for class use and use at recess. Install many devices to measure wind, temperature, etc.; big and easy to read, and sturdy. (9) (3)
- Outdoor kitchen and food preparation area, including a pizza oven (6)
- Native plants, with a focus on those that were used by Native Americans for food, dyes, etc. (4)
- Observatory (3)
- Multi-lingual signs that relate to the cultures and languages of families at the school (3)
- Wind energy system with interpretive display (1)
- Vertical planting wall (1)
- Include plants that show seasonal changes (1)
- Interpretive signage throughout the yard, created by the students, to explain projects and the site’s ecology (1)

**NATURE: Schoolyard Ecology**

- Extend fence out to the street to allow for a garden along Clay Street (13) (1)
- Garden, with 12 raised beds (one per class); for teaching use and casual use (nibbling) (9) (4)
- Digging area/nature observation area (10) (1)
- Stormwater systems to conserve water and help fix drainage problems onsite; including more permeable ground surface for rainwater infiltration (3), and rainwater cistern(s) to collect water (with a meter to show how much water is in the cistern) (6) (2) – Total: (6) (5)
- Chickens (3) (4)
- Pond or other water feature (4)
- Composting (worm bins in classrooms) (3)
- Sheep (if possible) (2)
- Green house (2)
- Recycled artwork installed onsite (beautiful examples of material reuse) (1)
- Sustainable harvest area for art supplies (1)
- Grow crops for sale (mint, etc.) (1)
- Improve existing salamander habitat (salamanders currently live near the planter boxes along Clay Street) (1)
- Bird habitat for hummingbirds, etc.
- Use bike power to harvest “kid energy” to do some type of work on site (i.e. pump water?)
APPENDIX A

PLAY: Schoolyard Recreation

- Creative play area with water painting space and other activities (9) (2)
- Painted games on the ground, such as chess and other games with pieces (6) (1)
- Living playhouse, created with plants (6)
- Playful, dynamic art piece that is interactive and movable, and makes use of the walls and grade changes onsite. (Similar in some ways to a wall piece with movable pegs and balls at Lawrence Hall of Science) (3)
- Outdoor musical instruments (3)
- Nature play with art materials (2)
- Pathways designed for play (2)
- Tree house (2)
- Swing (2)
- Climbing wall (1)
- Soft play space in the existing wood chip area
- Low tech nature play (natural materials like logs, boulders, etc.)

COMFORT: Schoolyard Comfort, Microclimates and Seating

- Seating area with capacity for a total of 90 children (about 1 grade level), divided into groupings that each seat 22 kids (1 class) (8) (3)
- "Calm area" – quiet space with some privacy, using plants to create a permeable edge (easy to supervise, but private feeling) (8) (2)
- Shade – deciduous or movable (1) (2)
- Space to gather the whole school, 300 kids (3)
- Casual seating (1)
- Outdoor work surfaces such as benches and tables (1)
- Outdoor easels
- Casual seating

BEAUTY: Improve Aesthetics and Enjoyment

- Artwork around playground or along the staircases (6) (1)
- Planting baskets/boxes along 2nd floor balcony (2) (1)
- Small "lawn" space with native grasses (1)
- Flower garden (1)
- Create an art corner for children to engage in making sculpture, painting, or music (1)
- Outdoor flags with international themes
- Add cultural aspects to the garden to reflect the school community
- Vines on trellis along Clay Street to soften the gate
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.

SCHOOLYARD CONFIGURATION: Ideas about the Use of Space

- Soften the Clay Street fence by extending it out; make sure that the space can’t be used by neighbors’ dogs; create a space that does not need much maintenance
- Store earthquake supplies under benches in the yard
- Create a seating area near the street/yard edge
- Preserve ball play space
- Create an outdoor classroom to the west of the auditorium
- Preserve “Jaime’s Tree” and memorial plaque
- Create vertical gardens to make thorough use of space

PROGRAMMATIC IDEAS

- Set up a bin to keep tools in at recess time, that relate to science. Items that children can use on their own for scientific exploration, such as magnifying glasses
- Make sure that all of the vegetation planted on site is on an irrigation system (drip) to make watering easier
- Teach about energy systems onsite

SCHOOLYARD OBSERVATIONS

- Existing play structure is always wet due to shade from the adjacent house; consider options to move play area? Reduce shade?
- Existing PE activities occur in the courtyard, not on the playground

PRELIMINARY GOALS FOR THE GREEN SCHOOLYARD PROJECT

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

- Create variety in the schoolyard so that kids can be occupied in many different ways
- Improve the functionality of the yard; allow for creativity
- Keep some open space (for kickball, etc.) as part of the overall variety onsite
- Create an age appropriate setting that will allow everyone to feel comfortable
- Integrate science curricula into a natural environment onsite
- Beautify the school grounds; make the site more interesting
- Create a low maintenance green schoolyard
- Design a site that is flexible, to allow for many changing uses over time
- Encourage connections and interactions that will foster an ongoing conversation between home and school, and lifelong learning; reinforce a culture of learning
- Encourage each class to leave a legacy on the school grounds (a special project, created each year)
- Connect the curriculum to the yard
- Connect the two campuses in some way (Scott and Madison)
- Never finish! Make it sustainable
- Connect the whole neighborhood to the school; community connections – engage and share
- Connectivity in nature
- Teach stewardship
- Engage the students in providing their own vision for the school
## 2006 Proposition A Bond Green Schoolyard Project

### Summary – Lilienthal School’s Design Priorities (Madison Campus)

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

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.

<table>
<thead>
<tr>
<th>Item</th>
<th>Faculty Votes</th>
<th>Community Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extend fence out to the street to allow for a garden along Clay Street</td>
<td>14</td>
<td>13 (1)</td>
</tr>
<tr>
<td>Garden, with 12 raised beds (one per class); for teaching use and casual use (nibbling)</td>
<td>13</td>
<td>11 (9)</td>
</tr>
<tr>
<td>Weather station, for class use and use at recess. Install many devices to measure wind, temperature, etc.; big and easy to read, and sturdy.</td>
<td>12</td>
<td>11 (9) (3)</td>
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<tr>
<td>Digging area/nature observation area</td>
<td>11</td>
<td>10 (1)</td>
</tr>
<tr>
<td>Stormwater systems to conserve water and help fix drainage problems onsite; including more permeable ground surface for rainwater infiltration</td>
<td>11</td>
<td>10 (3)</td>
</tr>
<tr>
<td>Creative play area with water painting space and other activities</td>
<td>11</td>
<td>9 (2)</td>
</tr>
<tr>
<td>Seating area with capacity for a total of 90 children (about 1 grade level), divided into groupings that each seat 22 kids (1 class)</td>
<td>10</td>
<td>8 (3)</td>
</tr>
<tr>
<td>“Calm area” – quiet space with some privacy, using plants to create a permeable edge (easy to supervise, but private feeling)</td>
<td>7</td>
<td>6 (2)</td>
</tr>
<tr>
<td>Artwork around playground or along the staircases</td>
<td>6</td>
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</tr>
<tr>
<td>Painted games on the ground, such as chess and other games with pieces</td>
<td>6</td>
<td>5 (1)</td>
</tr>
<tr>
<td>Chickens</td>
<td>6</td>
<td>5 (3)</td>
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<tr>
<td>Outdoor kitchen and food preparation area, including a pizza oven</td>
<td>6</td>
<td>4 (1)</td>
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<td>Living playhouse, created with plants</td>
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<td>4 (1)</td>
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<td>Pollinator garden with native plants</td>
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<td>4 (1)</td>
</tr>
<tr>
<td>Pond or other water feature</td>
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<td>4 (1)</td>
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<tr>
<td>Observatory</td>
<td>3</td>
<td>3 (1)</td>
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<tr>
<td>Multi-lingual signs that relate to the cultures and languages of families at the school</td>
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<td>3 (1)</td>
</tr>
<tr>
<td>Composting (worm bins in classrooms)</td>
<td>3</td>
<td>3 (1)</td>
</tr>
<tr>
<td>Playful, dynamic art piece that is interactive and movable, and makes use of the walls and grade changes onsite. (Similar in some ways to a wall piece with movable pegs and balls at Lawrence Hall of Science)</td>
<td>3</td>
<td>3 (1)</td>
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<tr>
<td>Outdoor musical instruments</td>
<td>3</td>
<td>3 (1)</td>
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<td>Shade – deciduous or movable</td>
<td>3</td>
<td>2 (1)</td>
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<td>Space to gather the whole school, 300 kids</td>
<td>3</td>
<td>2 (1)</td>
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<tr>
<td>Planting baskets/boxes along 2nd floor balcony</td>
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<td>2 (1)</td>
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<tr>
<td>Sheep (if possible)</td>
<td>2</td>
<td>2 (1)</td>
</tr>
<tr>
<td>Green house</td>
<td>2</td>
<td>2 (1)</td>
</tr>
<tr>
<td>Nature play with art materials</td>
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<td>2 (1)</td>
</tr>
<tr>
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</tr>
<tr>
<td>Tree house</td>
<td>2</td>
<td>2 (1)</td>
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<tr>
<td>Swing</td>
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<td>2 (1)</td>
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<tr>
<td>Wind energy system with interpretive display</td>
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<td>1 (1)</td>
</tr>
<tr>
<td>Vertical planting wall</td>
<td>1</td>
<td>1 (1)</td>
</tr>
</tbody>
</table>
1 vote: Include plants that show seasonal changes (1)
1 vote: Interpretive signage throughout the yard, created by the students, to explain projects and the site’s ecology (1)

1 vote: Recycled artwork installed onsite (beautiful examples of material reuse) (1)
1 vote: Sustainable harvest area for art supplies (1)
1 vote: Grow crops for sale (mint, etc.) (1)
1 vote: Improve existing salamander habitat (salamanders currently live near the planter boxes along Clay Street) (1)
1 vote: Climbing wall (1)
1 vote: Casual seating (1)
1 vote: Outdoor work surfaces such as benches and tables (1)
1 vote: Small “lawn” space with native grasses (1)
1 vote: Create an art corner for children to engage in making sculpture, painting, or music (1)
1 vote: Flower garden (1)
0 votes: Outdoor flags with international themes
0 votes: Add cultural aspects to the garden to reflect the school community
0 votes: Vines on a trellis along Clay Street to soften the gate
0 votes: Outdoor easels
0 votes: Casual seating
0 votes: Soft play space in the existing wood chip area
0 votes: Low tech nature play (natural materials like logs, boulders, etc.)
0 votes: Use bike power to harvest “kid energy” to do some type of work on site (i.e. pump water?)
0 votes: Bird habitat for hummingbirds, etc.
LILIENTHAL SCHOOL, MADISON CAMPUS – SITE WALK MAPS
APPENDIX B

LILIENTHAL SCHOOL, MADISON CAMPUS – SITE WALK MAPS

Maps by Bay Tree Design, inc.
LILIENTHAL SCHOOL, MADISON CAMPUS
SCHOOL GROUND PHOTOGRAPHS - FALL 2010 & SPRING 2011

FRONT OF SCHOOL ALONG SACRAMENTO STREET

CENTRAL COURTYARD
APPENDIX C
LILIENTHAL SCHOOL, MADISON CAMPUS
SCHOOL GROUND PHOTOGRAPHS - FALL 2010 & SPRING 2011

EASTERN OUTDOOR CORRIDOR

WESTERN OUTDOOR CORRIDOR

TERRACE NEAR AUDITORIUM ENTRANCE ON SACRAMENTO STREET

Photographs by Bay Tree Design, inc.
LILIENTHAL SCHOOL, MADISON CAMPUS
SCHOOL GROUND PHOTOGRAPHS - FALL 2010 & SPRING 2011

PLAYGROUND
APPENDIX C
LILIENTHAL SCHOOL, MADISON CAMPUS
SCHOOL GROUND PHOTOGRAPHS - FALL 2010 & SPRING 2011

CLAY STREET
LILIENTHAL SCHOOL, MADISON CAMPUS
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

MAP OF 1ST GRADERS’ FEEDBACK
APPENDIX D

LILIENTHAL SCHOOL, MADISON CAMPUS
CHILDREN’S FAVORITE & LEAST FAVORITE PLACES

MAP OF 2ND GRADERS’ FEEDBACK

MAP OF ROOM 5’S FEEDBACK
LILIENTHAL SCHOOL, MADISON CAMPUS
GREEN SCHOOLYARD - PROJECT SUMMARY

2006 PROPOSITION A BOND

In August 2010, the Claire Lilienthal School (Madison Campus) 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” Claire Lilienthal School’s Madison Campus schoolyard. The concept design for this renovation was developed using a participatory design process that included Lilienthal’s administrators, teachers, and family members, assisted by Bay Tree Design, Inc.

This initial planning phase, to be completed in Spring 2011, will result in a concept plan that is intended to guide the future development of the school’s gardening 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.

PROJECT MISSION STATEMENT

“Our green schoolyard will be a place of learning, where the next generation of socially responsible citizens is developed.”

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

OVERALL GOALS & OBJECTIVES

Goal #1: Improve schoolyard ecology
• Naturalize the school grounds; convert some of the pavement to softer natural materials
• Create places for nature observation
• Incorporate rainwater & energy systems

Goal #2: Make the grounds a place of learning & discovery
• Move the Clay St. fence to the sidewalk to bring the unpaved spaces into the playground
• Create outdoor teaching areas, including an outdoor classroom & smaller seating pockets
• Connect the grounds to the curriculum on topics such as: weather, agriculture, ecology, conservation, recycling, energy, water systems, art, health, etc.
• Create an edible garden

Goal #3: Improve schoolyard comfort & beauty
• Design a flexible site that can change over time
• Add shade, seating & places to relax
• Bring color to the yard using artwork & flowers

Goal #4: Encourage varied recreation
• Provide a variety of play spaces & activities
• Keep some paved, open space for ball games
• Provide places for creativity, art & imaginative play
• Create digging areas

Goal #5: Develop social responsibility
• Engage the community & the neighborhood
• Teach stewardship & foster student involvement

Goal #6: Make the grounds a place of learning & discovery
• Move the Clay St. fence to the sidewalk to bring the unpaved spaces into the playground
• Create outdoor teaching areas, including an outdoor classroom & smaller seating pockets
• Connect the grounds to the curriculum on topics such as: weather, agriculture, ecology, conservation, recycling, energy, water systems, art, health, etc.
• Create an edible garden

Goal #7: Improve schoolyard comfort & beauty
• Design a flexible site that can change over time
• Add shade, seating & places to relax
• Bring color to the yard using artwork & flowers

Goal #8: Encourage varied recreation
• Provide a variety of play spaces & activities
• Keep some paved, open space for ball games
• Provide places for creativity, art & imaginative play
• Create digging areas

Goal #9: Develop social responsibility
• Engage the community & the neighborhood
• Teach stewardship & foster student involvement
LILIENTHAL SCHOOL, MADISON CAMPUS
GREEN SCHOOLYARD - DESIGN PROCESS

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

2. SCHOOLYARD RESEARCH

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

3. DESIGN WORKSHOP

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

4. CONCEPT PLAN

After the design workshop, Bay Tree Design reviewed the school community’s ideas and combined them to create a draft concept plan, which was reviewed by the school community. The completed concept plan (above) seeks to illustrate 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. In the next phase of the project, 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.
AGREEMENT BETWEEN SAN FRANCISCO UNIFIED SCHOOL DISTRICT
AND
XXX LANDSCAPE ARCHITECTS

This Agreement is dated for convenience XXXX XX, 2011, and is entered into between XXX LANDSCAPE ARCHITECTS (hereinafter "Consultant") and the San Francisco Unified School District (hereinafter "District").

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

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

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

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

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

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

5. **TERMINATION**

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

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

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

6. **INDEPENDENT CONTRACTOR**

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

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

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

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

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

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

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

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

13. **SEVERABILITY**

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

14. **AGREEMENT MADE IN CALIFORNIA**

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

15. **INDEMNIFICATION**

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

B. With respect to claims arising under Consultant’s general liability coverage, the Consultant shall indemnify and hold harmless the San Francisco Unified School District, it’s 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 it’s services under this Agreement.

C. The Consultant shall indemnify and save harmless the District, it’s 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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<tr>
<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."

<table>
<thead>
<tr>
<th>Consultant's Signature</th>
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Printed name of Consultant  
Printed name of Administrator

David Goldin, Chief Facilities Officer
California Disabled Veteran Business Enterprise Program Requirements
(REV. 9-15-03)

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](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](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](http://www.pd.dgs.ca.gov/smbus)) 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 only one (1) ad is acceptable. Please see the DVBE Resource Packet for a list of acceptable publications.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Advertisement Format Example

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

DVBEs are invited to participate as a potential subcontractor/supplier to perform a commercially useful function specific to DGS’ IFB No. 12345 for fencing materials in Chowchilla.

DVBE responses due to me 1/1/02;
Bids due to the State 1/15/02.
Contact: ABC Company
Jane Doe, General Manager
123 Main Street, Sacramento, CA  95814
voice: 555/555-5555; fax: 555/555-5556
or e-mail: jane.doe@abcco.com

Commercially Useful Function Definition

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

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

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

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

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

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

A. Full information must be provided.  
For contract participation commitment, at least one DVBE must be listed. DVBEs must perform a commercially useful function. List the specific goods and/or services with the dollar and/or percentage value(s) that the DVBE(s) commit(s) to provide and the DVBE’s tier (prime contractor = 0, subcontractor to prime contractor = 1, subcontractor to Tier 1 subcontractor = 2, etc.). If both the estimated dollar amount and percentage are listed, the higher value supercedes. Attach additional pages to list all other DVBE subcontractors/suppliers (you may use STD 840A).

During contract performance, all requests for substituting named DVBEs must be made in accordance with the provisions of California Code of Regulations, Title 2, Section 1896.64(c).

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

Date Contacted /        / 
DVBE Company Name (If you are the Prime and a DVBE enter your name, otherwise enter the solicited subcontractor.)

DVBE Contact Name & Reference # Telephone Number Fax Number E-mail (if available)
Street Address, City, State and Zip Code

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

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

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

Date Contacted /        / 
DVBE Company Name

DVBE Contact Name Telephone Number Fax Number E-mail (if available)
Street Address, City, State and Zip Code

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

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

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

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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</table>

Describe Result

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

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Telephone Number</th>
<th>Contact Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(916) 322-5060</td>
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<td>(916) 375-4940</td>
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</tbody>
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Describe Result

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Internet Address</th>
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<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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</table>

Describe Result

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Organization Name</th>
<th>Contact Name</th>
<th>Telephone Number and/or Internet Address</th>
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<td><a href="http://www">http://www</a>.</td>
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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>
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<th>Focus Paper Name</th>
<th>Contact Name</th>
<th>Telephone Number</th>
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Date Ad Published

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<th>Trade Paper Name</th>
<th>Contact Name</th>
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Date Ad Published

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<th>Trade and Focus Paper Name</th>
<th>Contact Name</th>
<th>Telephone Number</th>
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Date Ad Published

I certify the ad was placed to reach both trade and focus audiences through this one publication.
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<th>Yes, I will subcontract with the listed DVBE to provide the following goods and/or services:</th>
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### ADDITIONAL DISABLED VETERAN BUSINESS ENTERPRISE CONTACTS


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**OR**

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

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

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

☐ STD 840 included with bid
☐ DVBE Written Agreement
☐ Designated the Commitment Option – Checked the first box
☐ Listed at least one California certified DVBE subcontractor
☐ 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) Searched the Federal Pro-net internet database and noted the results
☐ (Step 2) Contacted Local DVBE Organization(s) and listed the contact and results
☐ (Step 3) Advertised – IF NOT WAIVED
  Listed full information for the advertisement(s) and publication(s)
  [2 ads in one trade and in one DVBE focus publication; OR 1 ad in one dual-purpose publication]
☐ Attached a copy of the advertisement(s)
☐ The advertisement(s) were published at least 14 days prior to the bid due date
☐ The advertisement(s) included my required contact information

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

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

School Name: _______________________________ Greening Project

DESIGN PHASE

• Schematic Design: $________________
• Design Development: $________________
• Construction Documents: $________________

DESIGN PHASE SUBTOTAL: $________________

CONSTRUCTION PHASE

• Construction Bid & Procurement\(^2\): $________________
• Construction Administration: $________________
• Project Close-out, Warranty and Record Drawings\(^3\): $________________

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