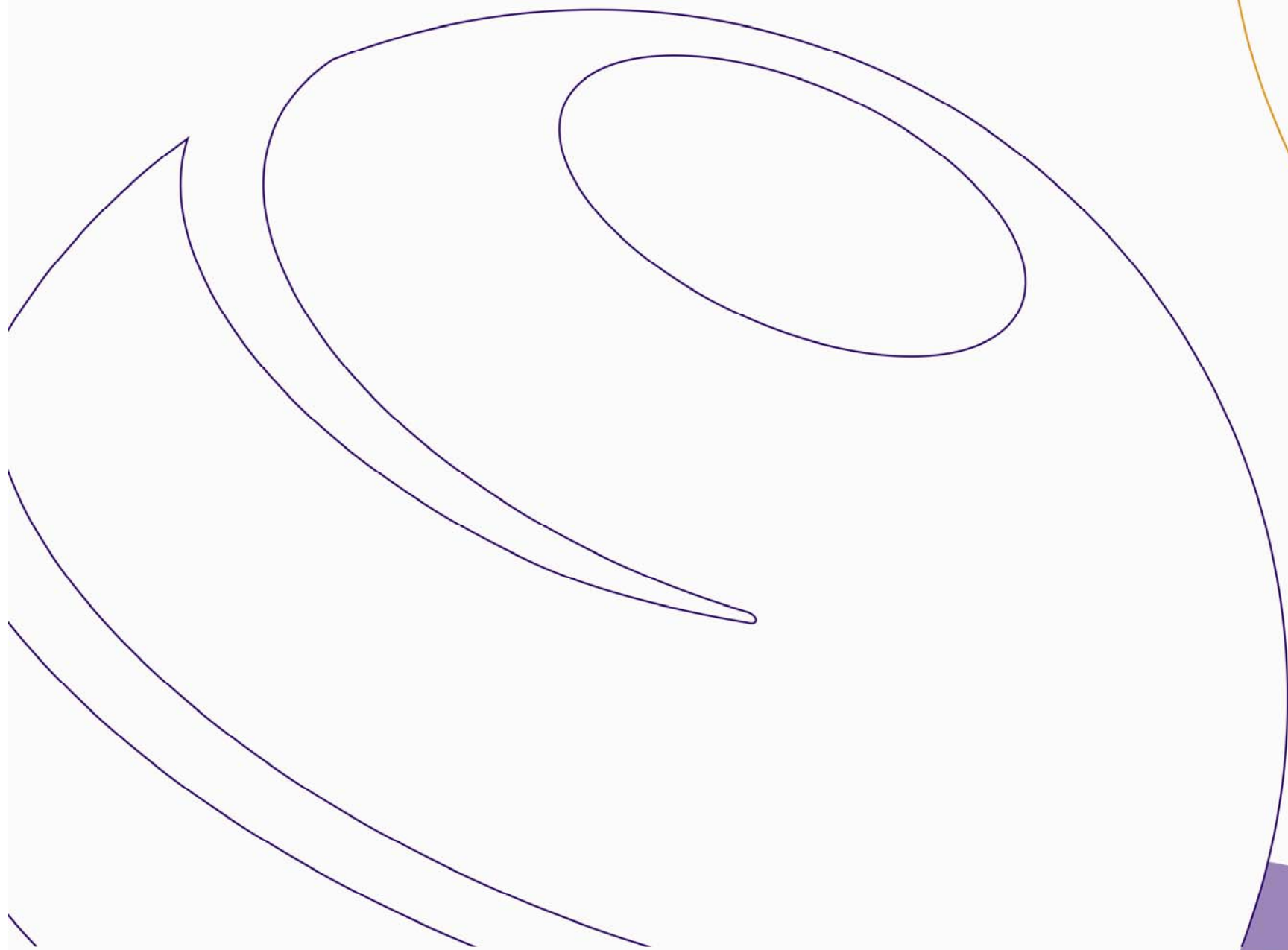


Student Facilities Improvement Plan

Mountain View Whisman School District | Ten-Year Master Plan



Adopted by the Mountain View Whisman School District
Board of Trustees on May 6, 2010

BILL GOULD DESIGN
ART & ARCHITECTURE 

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Board of Trustees

Edward Bailey
President

Ellen Wheeler
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Stephen Olson
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Demographic Analysis

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Public Opinion and Marketing Research



Chapter 1 – Executive Summary

Chapter 1 - Executive Summary

Introduction

The Mountain View Whisman School District (MVWSD) is located at the southern tip of San Francisco Bay in the northern part of Santa Clara County. The District serves a community of approximately 70,000 residents and educates over 4,700 K-8 students at seven elementary schools (K-5) and two middle schools (6-8). It also operates pre-school programs at four locations throughout the district.

In the heart of Silicon Valley, the high-tech capitol of the world, MVWSD's vision and forward thinking reflects its dedication in preparing its students for an *Education for the World Ahead*. In recent years, strong gains in student achievement have been the result of teachers, staff, students, parents, and community members living the mission to *demonstrate, daily, a relentless commitment to the success of every child*. MVWSD's hallmark of collaboration with local and global companies and the City of Mountain View matches its ability to deploy a strategic plan that embraces system-wide continuous improvement. With strategic goals and core values, the District focuses all resources on providing the community with exemplary schools and programs.

As the District builds upon its accomplishments, it must continue to be a responsible steward of school facilities and to plan for the safety, infrastructure, and programmatic needs of its students and the community. To this end, MVWSD proactively addresses the many challenges posed by more stringent standards and limited funding to provide an outstanding education to thousands of students each year. Looking toward a 21st-century educational curriculum with changing technologies and teaching methods, the District recognizes the need for a ten-year plan to continue to repair and modernize facilities accordingly.

Copies of all documents related to the SFIP are available on the District's website at www.mvwsd.org/SFIP.

Major Needs and Priorities

The Student Facilities Improvement Plan (SFIP) seeks to upgrade District facilities to support educational programs and meet the needs of students, staff, parents, and the school community. It is a decision-making guide to be used by the Board of Trustees, District staff, and the wider community to ensure that required physical improvements are initiated and completed in a timely manner, consistent with the needs, priorities, growth, and development of the community. Following an extensive analysis of the facilities, the District identified the following as the main needs and issues. Because the needs and priorities strongly consider the District's core values and guiding principles, in some cases they differ from those identified in the Conditions & Needs Analysis.

1. Student Safety and Enrollment Growth

- **Code, Health, Safety**

Many of the facilities do not fully comply with current structural, health, and safety requirements. Additionally, there are health and safety issues associated with the modular classrooms that were added prior to 1995, as these structures are at risk for developing mold, mildew, termite damage, and other similar problems.

- **Enrollment Growth**

Based on current and projected neighborhood enrollment growth, several schools are unable to accommodate students who want to attend their neighborhood school.

2. School Infrastructure Improvements

All of the operating District schools were built prior to 1965, with the majority of buildings at least 40 years old. With normal wear and tear, failure in various aspects of the infrastructure and building systems is expected.

3. Instructional and Efficiency Enhancements

- **Educational Programs**

Classrooms and support spaces do not meet the recommended guidelines for current programs. Furthermore, existing facilities are not adequate for future educational programs and needs of the community. For example, current spaces no longer support advanced educational technologies and do not fully enhance the support of a variety of teaching materials to prepare students for the world ahead.

- **Efficiency and Sustainability**

The current buildings and systems are not efficient with respect to energy usage and water consumption. This not only results in unnecessary operating costs, but also fails to set appropriate examples for District students. The facilities should incorporate the latest developments in sustainability and energy efficiency to reduce gas, electricity, and water use, and generate general fund savings that can be utilized for valuable student programs.

Improvements

Where appropriate, modular classrooms will be replaced to ensure student health and well-being. One- and two-story site-built classrooms will be constructed throughout the District to improve capacity, accommodate neighborhood growth projections, maximize efficiency of facility footprint, and increase outdoor play spaces. Kindergarten classrooms will be renovated or constructed to provide effective learning space and incorporate internal restrooms.

Multi-Use Rooms (MUR) will be designed to support multiple programs and accommodate students during dining and assemblies. Centralized libraries will provide ease of access by students and staff. Physical placement of the library and MURs in relationship to the main school entrance is an important consideration, offering access to the community when school is not in session. Extended care and pre-school classrooms will be situated in locations that provide easy parental access. Administrative services will be centralized under one roof, where possible, to ensure adequate office, meeting, collaborative, and confidential spaces. All school sites and facilities will be designed to enhance supervision and line of sight.

Existing buildings will be renovated to meet current structural, health and safety requirements, improve teaching environments, and ensure maintenance and longevity. Restrooms and drinking fountains will be upgraded to meet current accessibility code requirements. Additionally, plumbing equipment and fixtures will be replaced with those that reduce water consumption.

Vehicular and pedestrian pathways will be improved to allow efficient and safe pick-up and drop-off of students. Bus shelters will be provided at bus loading areas; furthermore, lighting will be added to parking lots to ensure campus safety. Concrete walkways and hard-court play areas will be resurfaced to avoid any trip hazards and protect from further deterioration. Covered walkways will be repaired and re-roofed where necessary. Kindergarten play clusters are planned to allow for better supervision and safer outdoor environments. Designated age-appropriate play structures are provided for safety and accessibility purposes. Shade structures adjacent to the MUR will be constructed to accommodate assemblies and outdoor activities. New landscaping elements will be implemented to better identify school entry and provide a pleasant environment for students. Furthermore walking trails along the perimeter of the fields will be developed to enhance field use.

The fire alarm systems will be replaced with a district-wide system that is network-based. The electrical and mechanical systems will be upgraded with high-energy efficiency equipment and connected to the EMS to reduce energy consumption, operating costs, and provide comfort in the teaching and learning environment. Where appropriately indicated, such systems will utilize alternative, green sources of energy, including solar power. The security systems will be replaced with a single district-wide system. A network-based video safety (surveillance) system

will be implemented to monitor outdoor areas of the campus. The technology infrastructure will be upgraded to support emerging technology trends and to enhance student achievement and engagement.

The sanitary sewer, storm drain and water lines will be evaluated and replaced, if necessary. Further studies will be conducted to confirm identified seismic deficiencies and, to the extent necessary, retrofit measures will upgrade structural elements and improve structural safety.



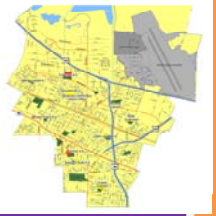


Cost Estimate Summary

The following is a breakdown of the estimated cost for the improvement plans presented in this report. The estimated budget for each project reflects construction estimates plus 130% mark-up, including associated hard and soft costs, design, and construction contingencies as well as escalation. The details of the cost breakdown for individual schools and support facilities is available on the District website at www.mvwsd.org/SFIP. Note that items are not in priority order within each priority level.

C#	WORK DIVISION	#	TASK	Bubb	Castro (1)	Huff	Landels	Mon. Loma	Stevenson (1)	Theuerkauf	Slater	Crittenden MS	Graham MS	Corp Y. Crit.	Corp Y. Gra.	TOTAL COST	Castro (2)	Stevenson (2)
1 Student Safety & Enrollment Growth																		
Bldg. Modernization		1	Building structural upgrade		\$1,088,570					\$285,750			\$268,465	\$925,422		\$2,568,207		
		2	Restroom modernization (Code compliance, nurse's RR)	\$692,299	\$676,644	\$473,394	\$522,847	\$376,025	\$290,025	\$871,161	\$255,088	\$834,636	\$747,445			\$5,739,564		
		3	Building accessibility (Counters, sink cabinets, thresholds)	\$367,358	\$408,214	\$333,260	\$208,090	\$486,048	\$148,943	\$678,586	\$132,394	\$1,293,527	\$1,708,533			\$5,764,953		
		4	Kindergarten classrooms (code upgrade, add RR, reconfig. & expansion)	\$919,400						\$721,269					\$1,640,669			
		5	Kindergarten classroom replacement		\$4,137,300		\$4,137,300	\$827,460	\$2,470,888	\$2,482,380					\$14,055,328	\$8,274,600	\$4,941,775	
		6	Classroom replacement - One story	\$1,379,100	\$1,379,100	\$2,758,200	\$2,758,200	\$6,895,500		\$5,446,870	\$1,300,951	\$2,873,125			\$24,791,046			
		7	Classroom replacement - Two story	\$16,925,579	\$13,130,296	\$18,669,107	\$17,056,594	\$14,838,541	\$11,767,860			\$11,789,351	\$9,145,732			\$113,323,060	\$42,687,857	\$28,675,052
		8	MUR building replacement	\$2,528,350	\$2,528,350	\$2,528,350	\$2,528,350		\$2,022,680						\$12,136,080	\$3,337,422	\$2,528,350	
		9	Pre-school classroom replacement		\$2,988,050										\$2,988,050	\$2,988,050		
Site Modernization		10	Fire alarm system upgrade	\$183,680	\$204,107	\$166,630	\$104,044	\$243,023	\$74,471	\$339,293	\$66,197	\$646,763	\$854,267			\$2,882,475		
		11	Electrical upgrade (Replace panelbds, additional breaker, future growth)					\$22,985	\$57,463	\$22,985	\$44,131	\$45,970	\$22,985			\$216,519		\$57,463
		12	Campus lighting	\$229,850	\$229,850	\$229,850	\$229,850		\$229,850		\$91,940		\$344,775			\$1,585,965	\$229,850	\$229,850
		13	Separate parking, pick-up and bus loading areas	\$849,992	\$1,483,286	\$838,936	\$1,143,106	\$149,403	\$888,497	\$186,551	\$57,463	\$814,788	\$57,463			\$6,469,485	\$1,349,946	\$674,251
		14	Site accessibility upgrade (Ramp replacement)			\$45,970										\$45,970		
		15	Gas upgrade(Code compliance, flex joints, replace old underground lines)	\$3,448	\$52,866	\$47,882	\$3,448	\$6,896	\$6,896	\$6,896	\$3,448	\$6,896	\$6,896			\$145,572		
		16	Signage, drinking fountains	\$102,037	\$103,672	\$100,674	\$95,666	\$117,129	\$72,614	\$73,113	\$82,295	\$205,741	\$243,027			\$1,195,968	\$243,641	\$91,940
		17	Kindergarten play cluster (AC, turf and play structures)	\$708,903	\$702,835	\$327,858	\$632,961	\$773,307	\$479,214		\$778,364					\$4,403,442	\$748,621	\$517,323
		18	Designated play structures (Grades 1-3, 4-5)	\$873,430	\$873,430	\$597,610	\$873,430	\$1,034,325			\$873,430	\$198,820				\$5,324,475	\$873,430	
		19	Pre-school play cluster		\$201,900					\$281,382						\$483,282	\$221,162	
		20	Technology (Emergency communication, data, phone)	\$1,048,576	\$1,157,525	\$957,647	\$623,859	\$1,365,079	\$466,136	\$1,878,518	\$422,005	\$3,541,345	\$4,648,027			\$16,108,717	\$68,955	\$68,955
		21	Fencing	\$221,451	\$238,010	\$209,209	\$201,473	\$185,719	\$128,031	\$20,687	\$112,461	\$178,975	\$207,293		\$63,105	\$1,766,414	\$221,805	\$135,984
		22	Demolition of existing buildings	\$645,936	\$876,878	\$871,012	\$1,145,412	\$500,211	\$690,959	\$137,910	\$90,469	\$651,406	\$408,448	\$128,785	\$226,115	\$6,373,541	\$1,603,857	\$939,197
		23	Interim housing	\$1,084,892	\$1,620,443	\$1,064,206	\$1,528,503	\$749,311	\$714,834	\$707,938	\$459,700	\$988,355	\$1,064,206	\$151,701	\$68,955	\$10,203,044	\$2,355,963	\$632,088
Priority 1 Sub-Totals				\$28,764,281	\$34,081,326	\$30,219,795	\$33,793,133	\$28,570,962	\$20,509,361	\$15,793,083	\$3,317,362	\$24,139,343	\$20,384,519	\$280,486	\$358,175	\$240,211,826	\$65,205,159	\$39,492,228
2 School Infrastructure Improvement																		
Bldg. Modernization		24	Modernization of existing classrooms	\$914,803	\$1,348,760	\$1,980,571	\$917,193	\$1,406,682	\$573,706	\$2,026,082	\$706,099	\$4,309,688	\$5,348,357			\$19,531,941		
		25	Modernization of existing library		\$1,416,451			\$608,643	\$689,550	\$589,565			\$578,073			\$3,882,282		
		26	Modernization of existing MUR					\$466,963		\$387,159		\$681,505			\$1,535,627			
		27	Modernization of existing admin	\$386,148	\$468,894	\$332,133	\$240,768	\$289,611		\$362,014	\$88,262		\$350,521			\$2,518,351		
		28	Modernization of existing kitchens									\$698,284	\$1,181,291			\$1,879,575		
		29	Mechanical upgrade (Replace at end of life expectancy)	\$1,224,526	\$1,360,712	\$1,110,865	\$693,630	\$1,620,155	\$496,476	\$2,261,954	\$441,312	\$4,311,756	\$5,695,108			\$19,216,494		
		30	Plumbing upgrade (fixtures, equipment, dom. lines (at end of life expectancy)	\$205,720	\$228,600	\$186,624	\$116,529	\$272,186	\$83,408	\$380,009	\$74,140	\$724,375	\$956,778			\$3,228,369		
Site Modernization		31	Security system upgrade	\$161,637	\$179,614	\$146,635	\$91,558	\$213,862	\$65,535	\$298,577	\$58,253	\$569,152	\$751,754			\$2,536,577		
		32	EMS upgrade (Site and building incl. ext. light connection, auto controls)	\$146,943	\$163,285	\$133,304	\$83,236	\$194,419	\$59,577	\$271,434	\$139,013	\$517,411	\$683,413			\$2,392,035		
		33	Underground utility survey/upgrade	\$98,836	\$98,836	\$75,851	\$75,851	\$75,851	\$351,671	\$75,851	\$52,866	\$351,671	\$236,746			\$1,494,030	\$581,521	\$351,671
		34	Hard-court play area (New AC, AC overlay)	\$349,372	\$317,193	\$376,954	\$386,148	\$718,281	\$252,835	\$413,730	\$194,913	\$717,132	\$450,506			\$4,177,064	\$556,237	\$517,163
		35	Covered walkway repair (Remove utilities, re-roof)	\$1,346,877	\$1,664,702	\$1,380,525	\$1,454,022	\$1,301,935			\$458,551	\$1,623,743	\$2,977,219			\$12,207,574		
Priority 2 Sub-Totals				\$4,834,862	\$7,247,047	\$5,723,462	\$4,058,935	\$7,168,588	\$2,572,758	\$7,066,375	\$2,213,409	\$14,504,717	\$19,209,766			\$74,599,919	\$1,137,758	\$868,834
3 Instructional & Efficiency Enhancement																		
Bldg. Modernization		36	Alternative energy - Installation of solar panels	\$1,896,263	\$1,896,263	\$1,896,263	\$1,896,263	\$1,896,263	\$1,896,263	\$1,896,263	\$689,550	\$5,746,250	\$5,746,250	\$459,700		\$25,915,591	\$3,160,438	\$1,896,263
		37	Energy efficiency (High-energy mechanical, electrical, plumbing equip.)	\$257,152	\$285,750	\$233,282	\$145,663	\$340,233	\$104,260	\$475,010	\$92,676	\$905,469	\$1,195,974			\$4,035,469		
		38	Technology- Smart classrooms	\$781,490	\$850,445	\$781,490	\$781,490	\$781,490	\$390,745	\$781,490	\$183,880	\$1,057,310	\$1,172,235			\$7,562,065	\$1,631,935	\$781,490
New Construction		39	Library replacement	\$1,896,263		\$1,896,263	\$1,896,263					\$2,528,350			\$8,217,139	\$2,275,515	\$1,896,263	
		40	Admin building replacement												\$4,597,000			
		41	Locker room replacement									\$4,022,375			\$4,022,375			
		42	Expansion of existing Admin	\$574,625		\$689,550	\$1,091,788	\$861,938		\$574,625			\$1,206,713		\$4,999,239			
		43	Expansion of existing MUR					\$287,313		\$459,700					\$747,013			
		44	Shade structures (Assembly)	\$517,163	\$517,163	\$517,163	\$517,163	\$517,163	\$517,163	\$517,163	\$482,685	\$689,550			\$4,792,376	\$517,163	\$517,163	
		45	District office replacement						\$9,194,000						\$9,194,000			
		46	New Auditorium									\$9,194,000	\$9,194,000			\$18,388,000		
		47	Maintenance & operations warehouse and yard											\$5,378,490		\$5,378,490		
		48	Transportation office and yard												\$1,287,160			
Site Modernization		49	Athletic fields (Running track, walking trail)	\$101,481	\$87,803	\$118,603	\$89,412	\$109,236	\$110,905		\$153,462	\$2,058,252			\$2,829,154	\$87,803	\$110,905	
		50	Modify existing parking (Add stalls, AC overlay, new AC)			\$114,939	\$131,221	\$324,321		\$64,746	\$88,789	\$1,115,917	\$1,135,068		\$340,599	\$3,315,600		
		51	Landscape (Frontage and programmatic spaces)	\$1,093,714	\$599,548	\$595,307	\$815,492	\$515,360	\$1,064,160	\$390,745	\$153,540	\$736,598	\$1,236,869			\$7,201,333	\$1,123,360	\$905,489
Priority 3 Sub-Totals				\$7,118,151	\$4,236,972	\$6,842,860	\$7,364,755	\$5,633,317	\$13,277,496	\$5,159,742	\$1,844,582	\$28,054,071	\$20,887,109	\$5,838,190	\$1,627,759	\$107,885,004	\$13,393,214	\$6,107,573
TOTAL ALL 3 PRIORITIES				\$40,717,294	\$45,565,345	\$42,786,117	\$45,216,823	\$41,372,867	\$36,359,615	\$28,019,200	\$7,375,353	\$66,698,131	\$60,481,394	\$6,118,676	\$1,985,934	\$422,696,749	\$79,736,131	\$46,468,635

Note : Castro (2) and Stevenson (2) are alternate scenarios and have not been included within the total cost.



Chapter 2 – Introduction

Chapter 2 - Introduction

Purpose of Master Planning

The purpose of Master Planning is to provide a comprehensive and coordinated program of facility improvements that will guide the transformation of District facilities toward the Board's vision to provide students with an education for the world ahead. It is informed by the assessment of existing facilities, studies of future demographic changes, identified needs and desires of the students, parents, teachers and administrators, benchmarking against similar facilities, and the Board's vision of education in the future. It addresses a ten-year period, but is a living document, intended to be updated based on actual events.

Serving over 4,700 students, the District has rich cultural and ethnic diversity creating unique and rewarding challenges. To assist in the overall vision of the education program, the District acknowledges the strong influence that the physical environment has upon learning and teaching. Facility improvements should parallel the ever-changing advancement instructional practices and technology.

After several years of declining student enrollment, Mountain View Whisman School District experienced a third year of growth in its student population in 2009-10. This jump in enrollment provided an exciting opportunity to address facility usage based on current (and future) student enrollment. While the District remains fiscally sound and its student test scores are on the rise, it acknowledges the need to develop a comprehensive facilities improvement plan as a means of planning and anticipating potential enhancements and funding requirements. The Student Facilities Improvement Plan (SFIP) will assist the District to achieve a common equitable base for District facilities and anticipate future needs. The plan addresses current facility conditions and suitability, and identifies facility improvements to support student interaction and, most importantly, promote academic achievement. The SFIP provides a visionary guideline for improvement of District facilities.

Planning Process

The District is planning even during an uncertain economy with the ongoing certainty that students need a high-quality education and teachers and staff require excellent facilities conducive to teaching and learning. This planning process included a facility conditions analysis, community conditions analysis (including enrollment and demographic studies) and an analysis of program needs and enhancements throughout the District. The process resulted in this master plan for the next ten years. To begin the process, the District formed the Student Facilities Improvement Plan Committee (SFIPC) in the 2008-09 school year.

The committee was comprised of District staff, Board members, and architectural consultants as follows:

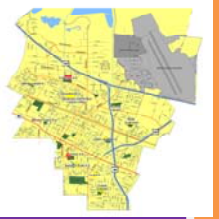
- Edward Bailey, Board President
- Fiona Walter, Board Member
- Maurice Ghysels, Superintendent
- Craig Goldman, Chief Financial Officer
- Jim McCloskey, Director of Maintenance, Operations & Transportation
- Jeannine Avila, Administrative Assistant
- Bill Gould, Architect/Principal, Bill Gould Design
- Marty Hochroth, Architect/Principal, Bill Gould Design
- Sherry Sajadpour, Project Manager, Bill Gould Design

The charge of the committee was to assess the conditions of District facilities, develop a list of needs necessary to support current and future instructional programs and future enrollment growth, and present recommendations to the Board of Trustees regarding desired facilities and modernizations. A demographic consultant was hired to provide accurate enrollment data and an architectural firm was employed to coordinate planning.

As part of the process, the members of the SFIPC met bi-monthly, reviewed the needs of each site and visited schools with new facilities in several nearby districts. They also obtained information on facility needs from staff, parents, and community members by means of meetings held at each site and distribution of questionnaires. The research became the basis for a list of improvements and desired features at each site as presented in this report.

Several tasks are outlined as a means of developing the SFIP. The tasks are described in the chapters of this report. These include the following:

- Educational Program Vision
- Guiding Principles
- Demographic Analysis
- Conditions and Needs Analysis
- Facility Program Standards
- Community Engagement
- Improvement Plan
- Cost Estimate
- Preliminary Sequence of Work



District History

The Mountain View Whisman School District is the result of the consolidation of the Mountain View School District and the Whisman School District in 2001. Both districts have had important roles in the history of the City of Mountain View.

The first school in Mountain View was built by a group of parents near the railroad tracks and what is now known as Stierlin Road. The one-room schoolhouse served the children of early Mountain View pioneer families like the Bubbs, the Dales, and the Yeagers.

The Mountain View School District was formed in 1854, and its first school, the Mountain View Grammar School, was built in 1857 at the corner of Calderon Avenue and the Old San Francisco Road. The Whisman School District was chartered in 1869 and began operating in 1871 after Henry Rengstorff donated a 1-acre parcel of land near Stierlin Road, which became the location for the district's one-room schoolhouse¹

The merger of the two districts followed a period of declining enrollment in both districts, particularly due to the departure of the Navy from Moffett Field. The merger provided an opportunity to consolidate district operations and to have a single public elementary school district for most of the City of Mountain View.

Schools

The District houses students on ten campuses. The District's K-5 elementary schools are Bubb, Castro, Huff, Landels, Monta Loma, Stevenson, and Theuerkauf. The District's 6-8 middle schools are Crittenden and Graham. The District operates pre-school programs (regular and special education) at Castro, Graham, Slater, and Theuerkauf. Graduates of Mountain View Whisman School District attend schools in the Mountain View-Los Altos Union High School District. In 2008-09, the average class size for all schools was 19.8 students in grades K-3, 27.8 students in grades 4-8. The following five schools have been identified as Title I schools: Castro, Crittenden, Landels, Monta Loma, and Theuerkauf.

The District offers three choice programs that enhance the District's educational offerings to students:

- **Dual Immersion (DI) program at Castro School**
Native English-speaking students and native Spanish-speaking students learn together in the same classroom where they attain comprehensive fluency and literacy in Spanish and English.
- **Independent Study-Home Schooling Program (ISP) at Crittenden School**
Parents enter into an agreement with the District to provide instruction at home to meet the California Content Standards. The District provides educational materials and a coordinator who regularly meets with the ISP families.
- **Parent/Child/Teacher program (PACT) at Stevenson School**
Parents spend two hours per week in the classroom helping facilitate curriculum through hands-on experimentation, small group learning, field trips, research, and guided discovery approaches.

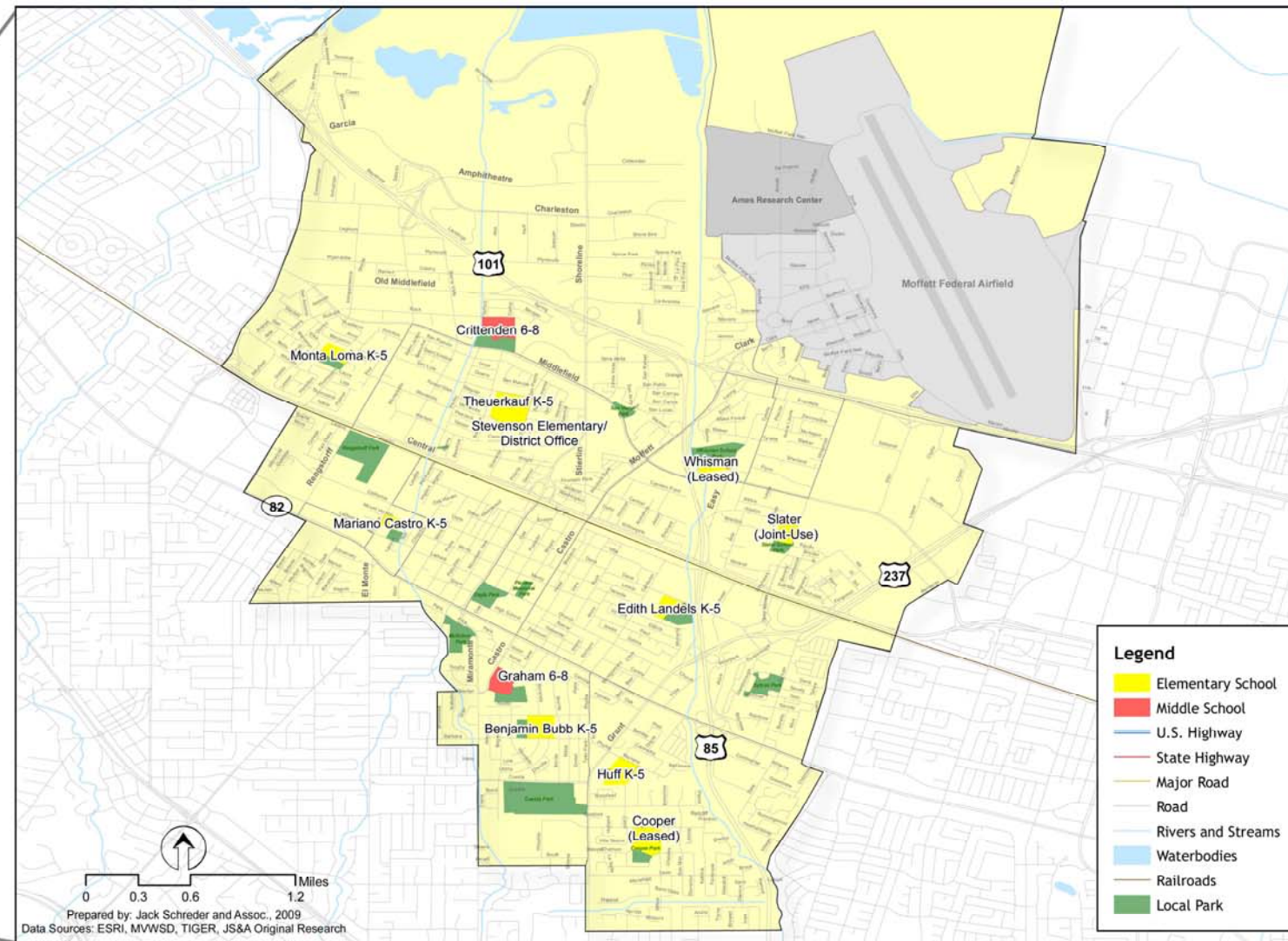
Two of the District's campuses are leased in their entirety to private school programs. Cooper School is leased to Action Day Primary Plus, and Whisman School is leased to the German International School of Silicon Valley. In addition, the District has entered into joint use agreements with a variety of private pre-school and extended care providers, including the YMCA and Google.

The map on the following page shows the locations of all of the District owned properties.



¹ Ignoffo, Mary Jo, *Milestones: A History of Mountain View, California*

Mountain View Whisman School District Vicinity



Legend

- Elementary School
- Middle School
- U.S. Highway
- State Highway
- Major Road
- Road
- Rivers and Streams
- Waterbodies
- Railroads
- Local Park

0 0.3 0.6 1.2 Miles
 Prepared by: Jack Schreder and Assoc., 2009
 Data Sources: ESRI, MVWSD, TIGER, JS&A Original Research

Previous Bonds

The two most recent General Obligation Bonds have funded construction of numerous additions and modernizations. In 1996, the Measure C General Obligation Bond in the amount of \$34,000,000 was passed for the Whisman School District. A long range facilities master plan was prepared for purposes of defining the scope of this measure. Projects funded through this measure consisted of modernizations throughout campuses, including restroom renovations, seismic, mechanical, plumbing and electrical system upgrades, interior and exterior finish improvements, and roof replacement. Additions to the sites included site-built one- and two-story classroom buildings, administrative and staff offices, a library building, a computer lab, and a Multi-Use Room (MUR).

In 1998, the Measure D General Obligation Bond in the amount of \$36,000,000 was passed for the Mountain View School District. Projects funded through this measure consisted of classroom modernization, including access compliance, mechanical, plumbing and electrical system upgrades, interior and exterior finish improvements, and roof improvements. MUR modernizations included interior and exterior finish improvements, restroom renovations and the creation of new serveries and kitchens. Additions to the sites included site-built staff work rooms, modular classrooms, and library buildings.

While the prior districts utilized their bond funding efficiently, each District had different funding levels and priorities, which resulted in a disparity in the current state of the facilities, particularly with respect to the MURs and libraries. Since the merger of the two districts, the unified District has acknowledged the need to develop a plan for achieving a common standard for school facilities. The District has already embarked upon this path, as reflected by some of the major projects completed since the merger, including the installation of modular classrooms, repaving of sites, and upgrading the athletic field at Graham.

Joint Agreements with the City

The District and the City of Mountain View have entered into a variety of agreements related to the use of facilities that the District owns wither entirely or as co-tenants with the City. These include the following:

- Agreement for the mutual construction, ownership, maintenance and operation of the Whisman Sports Center at Crittenden Middle School;
- Agreement for the maintenance and operation of the Mountain View Sports Pavilion at Graham Middle School;
- Agreement for the construction of an underground reservoir and construction and maintenance of park improvements at Graham Middle School; and
- Agreement for the improvement and recreational use of school sites.





Chapter 3 – Education for the World Ahead

Chapter 3 – Education for the World Ahead

Strategic Plan

During the 2005-06 school year, the Strategic Plan was developed by a group of stakeholders who represented teachers, staff, parents, and members of the community. The Board of Trustees provided thought leadership and approved the Strategic Plan. Each year, the Plan is reviewed by the Trustees based on the District’s accomplishments, resources, and priorities.

The Strategic Plan’s vision reflects the District’s pro-active approach toward planning for the *future*, whereas their passionate mission represents their work in the *present*. The Strategic Plan’s Core Values define the District’s attitude, perspectives and beliefs in the ways they set high expectations, develop strong leadership, build highly effective teams, and translate their plans into action and results. Strategic Goals come to life and are implemented through clearly defined and focused initiatives, and are consistently measured throughout the District. The SFIP is closely aligned to several Strategic Goals and exemplifies the District’s forward-thinking vision and heartfelt mission.

District Vision

In the Mountain View Whisman School District, the children are prepared by providing the challenge, inspiration, and support they need to reach their highest potential and thrive in a world of constant change. The District’s Core Values are Academic Excellence, Strong Community, and a Broad Worldview. It is the District’s creative and ambitious desire to invite the community to join them in providing every child with an Education for the World Ahead.

District Core Values

Academic Excellence

It is a top priority throughout the District to support and inspire children to reach their highest academic potential. We hold high expectations of our students, teachers, and staff. Guided by effective assessment, we engage students in rigorous and results-driven instruction. Our teachers and staff are highly qualified, possess a “can-do” attitude, and are committed to the continuous improvement of our schools and programs.

Strong Community

We place a premium on building positive and lasting relationships throughout our community. Within a strong culture of collaboration, we provide opportunities for every child to experience a variety of citywide enrichment opportunities. We have meaningful interdependent relationships with several area corporations and universities. Each school has strong parent involvement, with most parents contributing their time, talent, and resources either directly in classrooms or through their support of the PTA and the Mountain View Educational Foundation.

Broad Worldview

In the heart of Silicon Valley, we teach and support our students to thrive in a global environment. We promote a culture of respect. Within a wonderfully diverse community, children in our District have access to rich, multicultural perspectives and activities. No Education for the World Ahead is complete without the use of advanced technology. To fuel our students’ curiosity and access to the world, we leverage technology in our schools and programs.

Strategic Goals

1. Every child meets or exceeds academic standards.
2. Operate with integrity, efficiency, effectiveness and transparency.
3. Attract and retain a diverse, talented and caring workforce.
4. Everyone in our district values and feels connected to our diverse community.
5. Engage students, parents, and the community, including businesses and our city, as partners in our mission.
6. Operate as a Continuous Improvement District.

District Mission

Demonstrate, daily, a relentless commitment to the success of every child.



Guiding Principles

Guiding Principles for this facilities plan were developed over several study sessions with the Board of Trustees.

These principles will serve as metrics against which various elements and tasks may be weighed as the District begins the implementation stage of each project. In addition to the study sessions, the Guiding Principles were presented publicly and adopted at a regular Board meeting in the fall of 2009.

The Board study sessions began by looking at other guiding principles used by districts across the state. They honed this broad pool down to the items most valued and then retooled them further to exactly meet the District's needs. While some of these are quite obvious at first glance, others required a great deal of conversation and healthy dialogue.

1. Student Engagement and Achievement

Schools should provide a variety of spaces, tools, and resources at each level of education to promote student engagement and achievement. All schools should provide comfortable and inviting learning environments dedicated to the success of every child.

2. Safety and Security

All school sites and facilities, new or existing, need to have design elements that provide safe and secure campuses.

3. School Size

The district should explore all alternatives and opportunities for establishing and maintaining small school communities and smaller learning environments.

4. Flexibility

Facilities should promote flexible use, including spaces designed to accommodate different grade level configurations, physical education, health and social services, special education, intervention, conferencing, performing arts, science, career/technical education, large

and small group meetings and activities, food service and dining, professional development, alternative educational programs, and storage.

5. Classroom Design

Classrooms should facilitate a variety of learning styles and teaching methodologies. Classrooms should be designed to provide multi-use spaces that support small and large group learning. Classrooms should promote thinking atmospheres and student learning. Classrooms should be of adequate size with good acoustics and should have appropriate furniture and technology, individual HVAC controls, water, wall display space, and should be handicap-accessible. Additionally, classrooms should provide adequate space for storage and teacher preparation.

6. Safe Routes to School

Safe and well-marked pedestrian and bicycle pathways should encourage alternative access to schools. Designated areas for bus transportation, loading zones, parent pick-up and drop-off, and school parking should be designed to facilitate efficient and safe passage through clearly indicated entry points and exits. Parking lots should provide adequate lighting for evening activities.

7. Library Media Center

There is a continuing need for each school site to have a centralized “library” that is accessible to the school community. In light of technological developments, the library needs to be able to adapt to and accommodate changing media resources. Where possible, libraries should be located near the main entry of the school.

8. Technology and Communication

Schools should be designed with “anyone, anytime, anywhere” technology for learning and communication, allowing for instantaneous communication between individuals, groups and campuses. Available technology

should enable efficient and effective processes to take full advantage of learning opportunities.

9. Early Childhood Education and Extended Care

Adequate space for pre-school and extended care programs (either publicly funded or fee-based) should be provided on sites or alternative locations based on assessed community needs.

10. Parent and Community Involvement

Facilities should demonstrate a friendly and attractive atmosphere for students, families, and community members. Resource centers, meeting rooms, athletic and performing arts facilities and parent education space should be located and designed for multiple uses, with restricted access to other areas of the campus. Sites should provide well-displayed and clearly communicated signage and location maps in appropriate languages.

11. Environmental (“Green”) Stewardship

Facilities should reflect the District’s environmental and financial responsibility to the community through use of proven design features that maximize energy and water efficiency, use sustainable building materials and low-maintenance landscaping, and develop student awareness about environmental issues and solutions.

12. Curb Appeal

Physical aesthetics of facilities and grounds contribute to improved student engagement. All schools should provide attractive and welcoming environments that make students and their families feel valued and enhance community pride in the neighborhood.



13. Ease of Maintenance

Design should allow ease of maintenance and cleaning and contribute to on-going function, safety and aesthetics. It should also be adaptable to changes in building standards, technology and educational needs.

14. Storage

Facilities should provide adequate secure storage for all academic, athletic and other District programs.

15. Administrative Accessibility

Centralized services should be housed under one roof, providing adequate office, meeting, collaborative and confidential spaces. New facilities should allow ease of access.

16. Fiscal Integrity

Design and use of facilities should seek to maximize return on fiscal investments, assets and resources and to encourage lease revenue, operational savings, and other revenue sources and efficiencies.

17. Adaptability Over Time

The District should be responsive to changes in demographics, neighborhoods and student needs over time. This includes school and class size, potential boundary changes, designation of choice and alternative programs, school configuration and lease or acquisition of land and facilities. Decisions should reflect a balanced consideration of interests, including maintaining diverse schools, balancing total student populations, offering choice and alternative programs, providing neighborhood schools, establishing small school communities, and ensuring fiscal integrity and administrative efficiency.

1. Student Engagement and Achievement
2. Safety and Security
3. School Size
4. Flexibility
5. Classroom Design
6. Safe Routes to School
7. Library Media Center
8. Technology and Communication
9. Early Childhood Education and Extended Care
10. Parent and Community Involvement
11. Environmental ("Green") Stewardship
12. Curb Appeal
13. Ease of Maintenance
14. Storage
15. Administrative Accessibility
16. Fiscal Integrity
17. Adaptability Over Time





Chapter 4 – Demographic Analysis

Chapter 4 – Demographic Analysis

Demographic Analysis Development

In October 2008, the Mountain View Whisman School District requested a Demographic Analysis from Jack Schreder and Associates in order to assure that the appropriate facilities are provided for current and future students of the District. The Demographic Analysis was conducted to provide detailed demographic information about the Mountain View community and the effects of those demographics on the Mountain View Whisman School District enrollment. Impacts on long-range planning for facilities were also addressed in order to assure that appropriate and equitable facilities are provided for District students. It is imperative that the District remain proactive in planning as the construction and modernization of school facilities cannot be accomplished in a short time period.

In addition to City and District demographics, the Demographic Analysis provides information based on current District enrollment, District facilities, District policies, City planning policies, and information on development. As these factors change and timelines are adjusted, the SFIP will be revised to reflect the most current information.

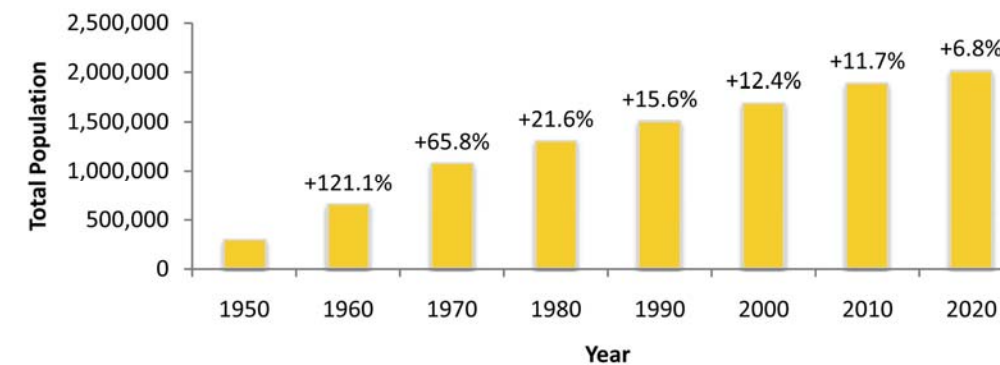
The following variables were analyzed and provided in the study:

- A review of district/community demographics in order to identify potential age or ethnic-based demographic shifts;
- A review of the various land use trends and policies governing residential development in the District;
- Measurements of student generation rates;
- A spatial analysis of the current student population to determine where students live versus where students attend school;
- Enrollment projections based on standard cohort methodology utilizing historical enrollments, District specific birth data, and student migration to determine the level of enrollment increases/decreases the District can expect;
- Resident projections based on standard cohort methodology utilizing historical student residents (as opposed to student enrollment); and
- A school facility analysis to provide current and projected enrollment as compared to current facility capacity.

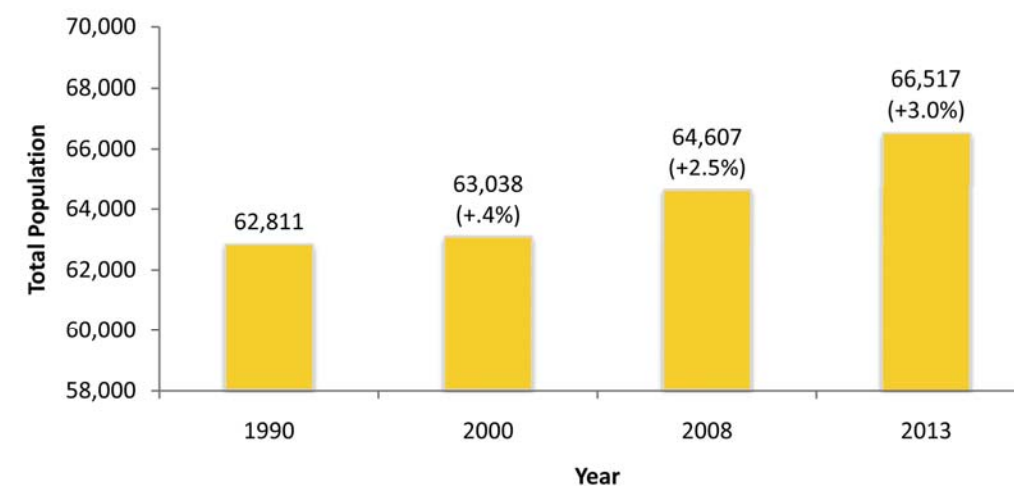
Demographic Analysis Summary

1. The District's overall enrollment declined slightly from 2001 to 2006. Since that time, enrollment has increased by 3.7%, from 4,298 K-8th grade students in 2006 to 4,460 K-8th grade students in 2008. Enrollment by grade level indicates that the largest increases since 2005 have occurred at the lower grade levels. In fact, K-5th grade enrollments have increased by 266 students since 2005. A more definitive examination of enrollment by individual grade demonstrates rapid growth at the kindergarten level.
2. Private school enrollment within MVWSD boundaries is declined by 52.4% from 2000 to 2002. From 2002 to 2006, private school enrollment within District boundaries remained fairly stable. Since 2006, K-8th grade private school enrollment increased by 49.4%. Consequently recent MVWSD public school enrollment increases are not likely due to transfers from private to public schools.
3. The population of Santa Clara County and MVWSD is projected to continue to increase through the projection period. (See Figures 4.1 and 4.2)

4.1 | Santa Clara County Population Trend

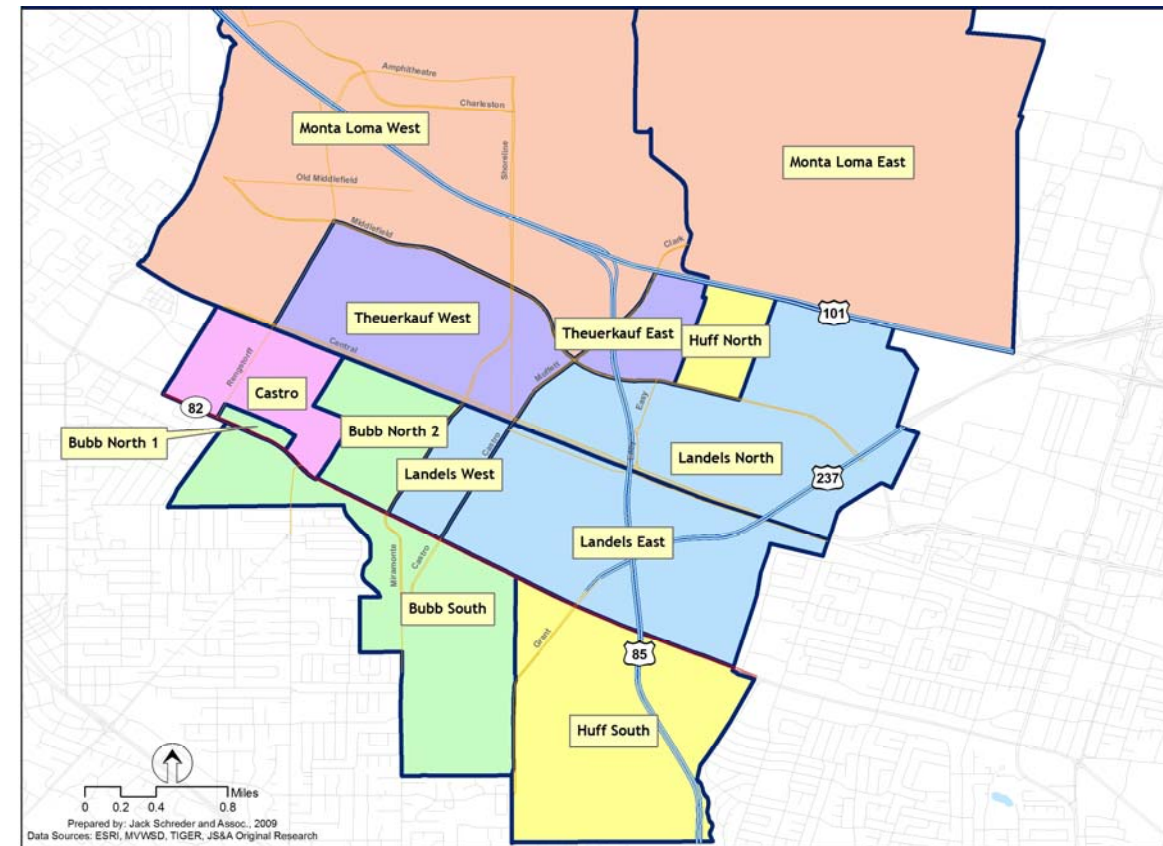


4.2 | Mountain View Whisman School District Population Trends



4. The relevant school-aged population in MVWSD (ages 5-14) has not fluctuated significantly since 2000, indicating that recent MVWSD enrollment increases cannot be directly attributed to an increase in the number of school aged children entering the District, but rather, the number of students staying.
5. The District is comprised predominantly of Hispanic students (41%). White students comprise the second largest ethnic group (33.3%). The District is not experiencing significant ethnic-based demographic shifts.
6. The communities served by the Mountain View Whisman School District had minimal development of residential units from 2001-2008 with an overall increase of 796 units: 260 single-family detached units and 536 single-family attached units.
7. Each new single-family residential unit constructed in the District will generate an average of 0.169 K-8th grade students. This calculation is based on the following:
 - a. Single-family detached units in the District will generate 0.159 K-8th grade students per unit,
 - b. Single-family attached units will generate 0.030 K-8th grade students per unit.
 - c. All low income housing will generate 0.628 students per unit.
8. Residential development and land use planning decisions affect the Mountain View Whisman School District.
9. The City of Mountain View has adopted strict policies and regulations for residential development. These policies include the development of 32 Precise Plan areas throughout the City in order to guide future development in those areas.
10. No large parcels of land remain to be developed in the Sphere Of Influence (SOI) for Mountain View Whisman School District. Development is occurring in various areas of the District.
11. The City of Mountain View is in the process of updating its General Plan and has adopted a Visioning Process in order to involve the community in this process.
12. Residential growth in Mountain View Whisman School District is expected to continue due to the proximity to the Bay area and the continued growth of the technology industry, creating jobs in this area which may result in population increases (See figures 4.3 and 4.4)

4.3 | Elementary Attendance Areas and Sub-Areas



4.4 | K-8 student projection by neighborhood (regardless of school of attendance)

	05-06	06-07	07-08	Actual 08-09	09-10	10-11	11-12	12-13	13-14
Bubb North 1	19	17	33	14	17	17	19	20	19
Bubb North 2	331	306	351	333	351	357	363	370	386
Montaloma East	7	81	123	153	180	211	241	271	294
Bubb South	367	340	371	416	450	478	513	541	570
Castro	720	759	682	746	773	800	814	845	861
Huff North	243	242	188	176	146	128	116	102	92
Huff South	409	413	443	489	530	570	601	632	664
Landels East	329	323	342	372	384	408	421	443	463
Landels North	231	251	244	262	273	284	289	294	314
Landels West	49	40	47	49	43	45	42	43	39
Montaloma West	639	573	536	575	550	539	535	530	531
Theuerkauf East	131	122	142	115	116	117	115	111	108
Theuerkauf West	570	556	581	535	548	569	577	598	620
Total	4,045	4,023	4,083	4,235	4,361	4,524	4,646	4,799	4,961





13. The District is experiencing significant rates of open enrollment, from 34.1% at Bubb Elementary to 57.6% at Castro Elementary.²
14. The District is experiencing significant rates of out-migration, from 32% at Huff Elementary to 50.1% at Castro Elementary.³
15. Based on the Most Likely projection, K-8th grade enrollments are projected to reach 5,195 by the 2018-19 school year (See Figure 4.5)
16. The current District working facility capacity, based on State loading factors, is 3,341 students at the K-5th grade level and 1,489 students at the 6th -8th grade level.
17. The District’s 2008-09 K-5th grade enrollment was 3,218 compared to a capacity of 3,341. There were 123 empty seats at the K-5th grade levels.
18. The District’s 2008-09 6th -8th grade enrollment was 1,242 compared to a capacity of 1,489. There were 247 seats available at the 6th-8th grade levels.
19. Based on the Most Likely projection, the District will exceed working capacity by 2012-13 and remain over capacity through 2018-19 (See Figure 4.6)

As noted in Guiding Principle #17 (Adaptability Over Time), the District must be flexible in order to remain fiscally responsible to all of its students. These options may include consolidation of one or more sites during a time of declining enrollment; reconfiguration of grade levels in order to provide more options for parents and students; alternative utilization of sites; construction of new sites in times of growing enrollment; and, removal of portable classrooms in order to alleviate overcrowding at existing sites.

The full Demographic Analysis report is available on the District’s website at www.mvwsd.org/SFIP

4.5 | 10-Year Enrollment Projection

School Year	Elementary (K-5)			Middle (6-8)			Grand Totals (K-8)		
	Low Projection	Most Likely Projection	High Projection	Low Projection	Most Likely Projection	High Projection	Low Projection	Most Likely Projection	High Projection
2009-2010	3,260	3,301	3,318	1,245	1,251	1,272	4,505	4,552	4,589
2010-2011	3,386	3,461	3,493	1,212	1,231	1,260	4,598	4,692	4,753
2011-2012	3,370	3,479	3,525	1,275	1,304	1,343	4,645	4,783	4,868
2012-2013	3,399	3,539	3,597	1,325	1,363	1,408	4,723	4,903	5,005
2013-2014	3,393	3,559	3,627	1,440	1,489	1,538	4,834	5,048	5,164
2014-2015	3,435	3,613	3,694	1,401	1,471	1,521	4,836	5,084	5,215
2015-2016	3,461	3,640	3,721	1,394	1,494	1,556	4,855	5,134	5,277
2016-2017	3,444	3,622	3,703	1,404	1,529	1,601	4,848	5,151	5,305
2017-2018	3,445	3,623	3,704	1,427	1,565	1,650	4,872	5,188	5,354
2018-2019	3,416	3,593	3,674	1,463	1,602	1,687	4,879	5,195	5,361

4.6 | Most likely Enrollment Projection

Mountain View Whisman School District														
Most Likely Enrollment Projection														
Grade	05-06	06-07	07-08	Actual 08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
K	565	595	603	576	599	637	612	636	622	631	626	620	613	606
1	482	568	591	602	575	599	637	611	636	621	630	625	619	612
2	500	465	570	560	587	560	583	621	596	620	606	615	610	604
3	482	488	455	571	553	580	553	576	614	589	613	599	608	603
4	470	470	479	443	560	542	569	542	565	603	578	602	588	597
5	453	448	455	466	426	543	525	552	525	549	587	561	586	571
6	452	403	409	433	429	389	506	488	515	488	512	550	524	549
7	452	447	396	404	427	423	384	501	483	509	483	506	544	519
8	465	414	448	405	395	418	414	374	491	473	500	473	497	535
Total K-5	2,952	3,034	3,153	3,218	3,301	3,461	3,479	3,539	3,559	3,613	3,640	3,622	3,623	3,593
Total 6-8	1,369	1,264	1,253	1,242	1,251	1,231	1,304	1,363	1,489	1,471	1,494	1,529	1,565	1,602
Total	4,321	4,298	4,406	4,460	4,552	4,692	4,783	4,903	5,048	5,084	5,134	5,151	5,188	5,195

² Open enrollments are those students attending a school but not residing in its boundaries.
³ Out-migration refers to those students leaving their resident school to attend another District school.

Elementary School Attendance Boundaries

Figure 4.7 shows a map of the various elementary school attendance boundaries in the MVWSD. A description of each is given below.

Bubb Elementary School

- El Camino Real, Phyllis Avenue, Grant Road and the southern and western boundaries of MVWSD (only those addresses on W. El Camino Real are part of the Bubb attendance area)
- 1900-2099 Latham Street between Escuela Avenue and S. Rengstorff Avenue
- Villa Street from Escuela Avenue to Shoreline (includes Lauella Place, Permanente Way and Higdon Avenue)
- Area bounded by Central Expressway, Chiquita Avenue north of California, California, Mariposa, El Camino and Shoreline

Castro Elementary School

- Central Expressway, Escuela Avenue, California Street, Chiquita Avenue, W. El Camino Real, Escuela Avenue, Latham Street and western boundary at Ortega Avenue of MVWSD (only 1400-1899 addresses on Latham Street are part of the Castro attendance area)

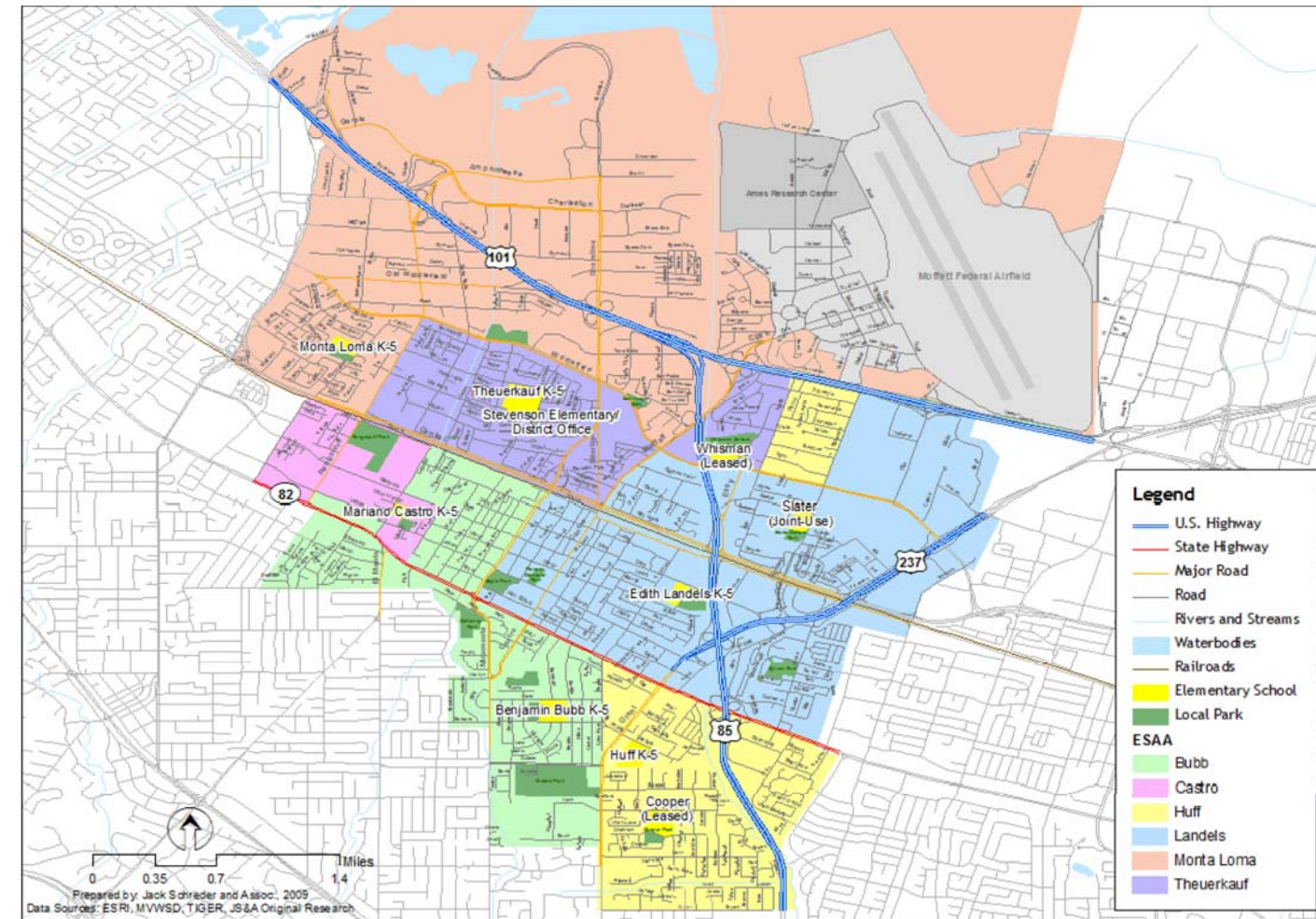
Huff Elementary School

- El Camino, Phyllis Avenue, Grant Road, and the eastern and southern boundaries of the MVWSD.
- Tyrella Avenue, E. Middlefield Road, N. Whisman Road and Fairchild Drive.

Landels Elementary School

- Central Expressway, Shoreline, W. El Camino Real, and MVWSD eastern boundary.
- Bayshore Freeway (101), eastern boundary of MVWSD, El Camino, Shoreline, Central, Moffett (excluding Tyrella, E. Middlefield Road, N. Whisman Road and Fairchild Drive which is assigned to Huff)

4.7 | Elementary School Attendance Areas



Monta Loma Elementary School

- W. Middlefield Road, N. Rengstorff Avenue, Central Expressway and San Antonio Road
- Bayshore Freeway (101), Moffett Blvd., Middlefield Road and the western boundary of the district North of 101, including all of Moffett Field

Theuerkauf Elementary School

- Moffett Blvd., W. Middlefield Road, Rengstorff Avenue and Central Expressway
- Moffett Blvd, Middlefield, Tyrella, Bayshore Freeway (101)

Middle School Attendance Boundaries

Figure 4.8 shows middle school boundaries for the MVWSD. Descriptions follow.

Crittenden Middle School

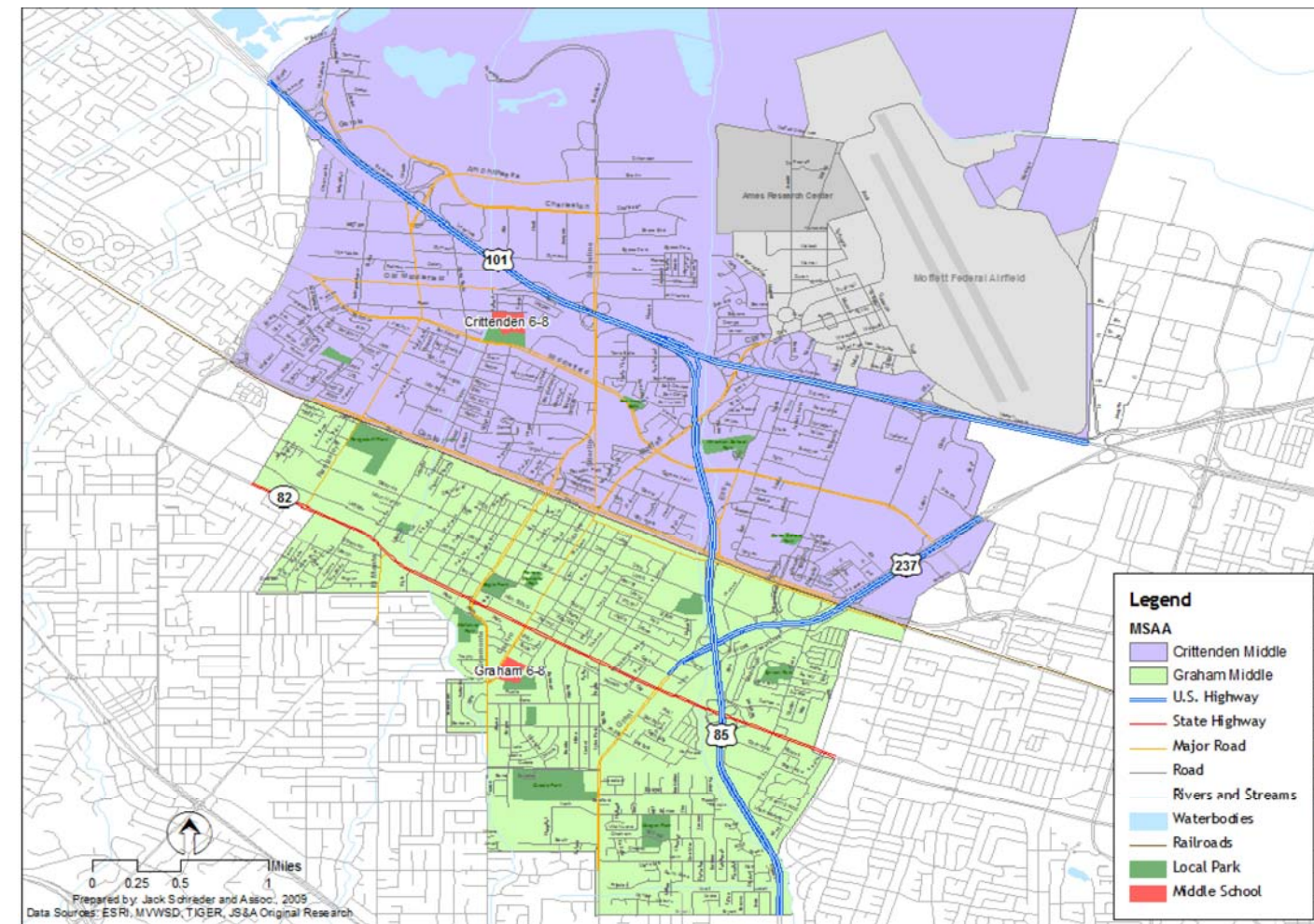
- Area north of Central Expressway

Graham Middle School

- Area south of Central Expressway

Special Programs and Schools

- Dual Immersion (located at Castro School), PACT (located at Stevenson School), and Independent Study Program (located at Crittenden School) have no attendance boundaries.

4.8 | Middle School Attendance Areas



Chapter 5 – Conditions and Needs Analysis

Chapter 5 – Conditions and Needs Analysis

Introduction

The goal of the Conditions & Needs Analysis is to identify the existing building and site conditions, the technological readiness, and the educational suitability of the existing facilities at a point in time. The assessment process included the following activities:

- Review of available drawings including original construction documents, modernization plans, and as-builts;
- Site Assessment by means of field verifications;
- Meetings with District administrative staff, principals, parents, and community members to determine current facility needs;
- Information cataloging and statistical and data analysis; and,
- Evaluation of existing conditions from functional, code compliance, existing District standards, architectural, and engineering perspectives.

Input from site representatives was obtained through a questionnaire⁴, which was distributed to each school to solicit their comments about the condition and educational suitability of the existing facilities at their respective sites. Following the initial data collection, meetings were scheduled at each site to discuss concerns. Data recorded from these meetings, in conjunction with architectural and engineering assessments of the facilities, were taken into consideration in developing recommendations for each site.

⁴ Questionnaire was prepared based on the Architect's professional experience and review of best practices.

Facilities

The following facilities were assessed as part of this report:

Elementary Schools:

- Bubb Elementary School
- Castro Elementary School
- Cooper Elementary School
- Huff Elementary School
- Landels Elementary School
- Monta Loma Elementary
- Slater Elementary School
- Stevenson Elementary School
- Theuerkauf Elementary School
- Whisman Elementary School

Middle Schools:

- Crittenden Middle School
- Graham Middle school

Other Facilities:

- District Office
- District Corporation Yards at Graham and Crittenden Middle Schools
- District Transportation Yard at Crittenden Middle School

Rating System

The facilities existing conditions were evaluated from functional, code compliance, architectural, and engineering perspectives. The conditions of systems (excluding structural) were classified using the following subjective rating system:

Good

Indicates that the systems are functioning properly and are expected to last at least ten years.

Fair

Indicates that the systems are functioning; however, due to potential deficiencies noticed and/or industry standard life expectancies, they are not expected to last ten years.

Poor

Indicates systems that are not functioning properly and fail to meet their intended purpose or have passed their life expectancy.

Recommendations provided were classified in three categories. The categories are defined as follows:

Category 1

Strongly recommended and/or required by Code⁵ due to health or safety concerns.

Category 2

Recommended in order to sustain intended system performance and protect from deterioration or failure.

Category 3

Program and system enhancements (discretionary, subject to prioritization)

⁵ Current applicable codes pertaining to each system for both modernization and new construction.



Assessment

The conditions assessment of the Mountain View Whisman School District illustrates a graduated gap in facility age. Some facilities are aged, but the major building systems have been well maintained. Some systems or components are approaching or have already reached the end of their useful lives and can no longer be repaired and need to be replaced. The overall assessment of the facilities provides a condition snapshot which indicates that a supplemental resource must be applied to address current and reduce further facility degradation. The following list provides an outline of recommendations developed for the facilities that were inspected and observed to be in fair or poor condition. The recommendations were classified in three categories. For a complete evaluation of individual schools and support facilities, refer to the Conditions & Needs Analysis report, which is available on the District's website at www.mvwsd.org/SFIP

Category 1

Strongly recommended and/or required by Code due to health or safety concerns

Architectural

- Expand or add kindergarten classroom space and interior restrooms;
- Provide separate kindergarten play areas and rubber surfacing for better supervision and accessibility;
- Renovate MURs, administration offices, libraries, gymnasiums, locker rooms, and student restrooms for accessibility;
- Renovate site for accessibility and repair damaged paving; and,
- Separate parking, pick-up and drop-off, and bus loading for safety.

Structural

- Perform further analysis on buildings identified as Level 2 or 3⁶; and,
- Upgrade structural elements to increase shear capacity and improve structural safety.

Mechanical, Plumbing and Electrical

- Replace fire alarm system with code compliant automatic addressable system;
- Replace or add exterior lights for safety and security;
- Provide earthquake-actuated gas shut-off valves;
- Repair non-working electrical receptacles; and,
- Provide vacuum breakers at exterior hose bibs.

⁶ For a complete description of the structural rating system and evaluation of the existing buildings, refer to the Conditions & Needs Analysis report on the Districts website.

Category 2

Recommended in order to sustain intended system performance and protect from deterioration or failure.

Architectural

- Replace interior and exterior finishes;
- Replace casework and equipment;
- Replace modular buildings built prior to 1995 due to substantial deterioration; and,
- Remove roof-mounted conduits and re-roof covered walkways.

Mechanical, Plumbing and Electrical

- Replace HVAC units at the end of their life expectancy with high efficiency units;
- Provide cooling in the Intermediate Distribution Frame (IDF) rooms;
- Replace the Energy Management System (EMS) system with compatible, current technology system;
- Replace plumbing equipment at the end of life expectancy;
- Replace building domestic water lines;
- Perform video survey of site piping systems and upgrade;
- Upgrade electrical services; and,
- Connect exterior lighting to EMS.

Technology

- Provide new current technology safety system; and,
- Create clean, secure, air-conditioned spaces with appropriate electrical outlets, grounding and Uninterruptible Power Supplies (UPS) for IDFs

Category 3

Program and system enhancements (discretionary, subject to prioritization)

Architectural

- Provide flexible classrooms for special programs;
- Expand existing or add new classrooms to meet California Department of Education (CDE) area recommendations;
- Expand or replace MURs to accommodate school assemblies;
- Add centrally located libraries;
- Provide additional parking spaces; and,
- Expand play areas to meet CDE area guidelines.

Mechanical, Plumbing and Electrical

- Replace all HVAC units with high energy efficiency equipment to reduce operation costs and environmental impact;
- Replace plumbing fixtures with high-energy and water efficiency fixtures to reduce operation costs and reduce environmental impact; and,
- Replace existing light fixtures with high-energy efficiency fixtures.

Technology

- Replace technology infrastructure cabling with current industry standard;
- Provide a new data network;
- Install network-based video security system;
- Upgrade current video distribution system; and,
- Install the latest applicable Smart Classroom instructional technology components.



Chapter 6 – Facility Program Standards



Chapter 6 – Facility Program Standards

Development of the Facility Program Standards

Because the Mountain View Whisman School District epitomizes “Education for the World Ahead”, the SFIPC not only considered current California state educational and architectural guidelines, but also anticipated the need to adapt as those standards change over time. Furthermore, the SFIPC wanted to ensure that the plan created promoted equity and consistency throughout the District. Consequently, the Facility Program Standards were developed to provide a basis for current and future site design and renovation, as well as the actual use of facilities and equipment. The Facility Program Standards grew out of the visioning input sessions with the Board of Trustees, staff, and other community members and stakeholders, and they have been reviewed by interested members of each school community.

The SFIP Facility Program Standards describes key elements of architectural design that should be present in all elementary and middle schools. The underlying assumption is that the design of the school directly affects the climate and quality of instruction, which the staff and community are able to provide to the children. The focus is on those architectural elements that, by their presence, enhance the vision of teaching and learning in the District. The standards may not be appropriate for every school. Educational program, population density, site constraints and facility layout and design may indicate a variance from this guideline.

The following are key elements as well as samplings of the Facility Program Standards, which are contained in their entirety on the District’s website at www.mvwsd.org/SFIP

6.1 | Key Elements of the Facility Program Standards

Facility Level	Grade Configuration	Maximum School Size	Standard Class Size	Room Size
Elementary School	K-5	600	K-3: 20-27 4-5: 28-30	K: 1,350 SF 1-5: 960 NSF
Middle School	6-8	800	26-32	960 NSF

Net Square Footage (NSF) = Interior area of a room or area of an open space

Square Footage (SF) = Total area of a room including internal restrooms and storages.

6.2 | Sampling of the Facility Program Standards

ISSUE	DESCRIPTION	ELEMENTARY SCHOOLS (K-5)	MIDDLE SCHOOLS (6-8)
SCHOOL SIZE	General	<ul style="list-style-type: none"> Optimal enrollment: 350-400 Plan for 600 students Number of Classrooms per Grade Level: <ul style="list-style-type: none"> Kindergarten: 3-3 1st-3rd grade: 3-5 Classrooms per grade level 4th-5th grade: 2-3.5 Classrooms per grade level Special Day Class (SDC): 1-2 Students per Class: <ul style="list-style-type: none"> Kindergarten: 20-27 students per class 1st-3rd grade: 20-27 students per class 4th-5th grade: 28-30 students per class 	<ul style="list-style-type: none"> Optimal enrollment: 600 Plan for 800 students Number of Classrooms per Grade Level: <ul style="list-style-type: none"> 6th-8th grade: 8-12 Special Day Class (SDC): 1-2 Students per class: 26-32
EXTENDED CARE	General	<ul style="list-style-type: none"> Extended care refers to before and after school programs. (2) Separate programs at each campus; Fee-based and public funded Maximum number of classrooms: 2 Use Flex rooms 	
KINDERGARTEN CLUSTER	General	<ul style="list-style-type: none"> Keep all young children together with self-contained classrooms and fenced playgrounds to form a kindergarten cluster. Immediate access to outdoor play area Close to pick-up/drop-off 	
CLASSROOMS	General	<ul style="list-style-type: none"> Plan for 1: 27 Class size: 1440 OSF (including work rooms, restrooms and Assign (1) Kindergarten class per room (assuming full day only). Interior restrooms: per CDE guideline Locate workrooms/storage between pairs. 	
STANDARD CLASSROOMS	General	<ul style="list-style-type: none"> Provide grade level clusters Classroom size: 960 NSF (approx. 1200 sq. feet) (includes and group areas) Square-shaped classrooms Storage: approx. 60 SF Lockable cabinets: approx. 60 SF Teaching walls in all classrooms Sink with hot & cold water and a bubbler Internet accessible presentation system 	
SMALL GROUP ROOMS	General	<ul style="list-style-type: none"> Space for up to 12 students (included in all (1) in each cluster of 2-3 classrooms 	
SPECIAL PROGRAMS	Flex Rooms	<ul style="list-style-type: none"> Flex room area: Art, Science, Music, etc. Number of flex classrooms: 2 Flex classrooms should be adjacent to one another. Total combined area: 2,400 OSF (or 960 NSF) Rooms to be separated by acoustical space Storage: approx. 400 SF (multiple storage) Coaching area Multiple sinks Technology and teaching wall similar to 	
ART	Use Flex Rooms		
MUSIC/CHOIR	Use Flex Rooms		
SCIENCE	General	<ul style="list-style-type: none"> Use Flex Rooms 	<ul style="list-style-type: none"> Classrooms similar to standard classroom Number of classrooms: 2 Classrooms to form a science cluster Small prep/group room shared between 2 or 3 classrooms Multiple sinks with hot and cold water
SPECIAL EDUCATION	Resource Specialist (RSP)	<ul style="list-style-type: none"> Space for up to 12 students Class size: 400 SF (including storage) Number of classrooms: 2 Locate adjacent to administration offices. 	<ul style="list-style-type: none"> Space for up to 12 students Class size: 400 SF (including storage) Number of classrooms: 2 Locate adjacent to administration offices.
	Special Day Class (SDC)	<ul style="list-style-type: none"> Space for up to 20 students Number of classrooms: 2 Classroom similar to standard classroom Locate proximate to RSP and Speech, near administration offices Interior restrooms: per CDE guideline 	<ul style="list-style-type: none"> Space for up to 20 students Number of classrooms: 2 Classroom similar to standard classroom Locate proximate to RSP and Speech, near administration offices Interior restrooms: per CDE guideline
	Speech	<ul style="list-style-type: none"> Space for up to 12 students Class size: 240 SF (including storage) Number of classrooms: 2 Locate adjacent to administration offices. 	<ul style="list-style-type: none"> Space for up to 12 students Class size: 240 SF (including storage) Number of classrooms: 2 Locate adjacent to administration offices.
LIBRARY/MEDIA CENTER	General	<ul style="list-style-type: none"> Total combined area: 2,400-3,000 OSF Publicly accessible location Close proximity to parking Locate adjacent to administration building Should not be adjacent to play areas Computer lab and Library to be separated by glass wall Appropriate acoustics for sound isolation 	<ul style="list-style-type: none"> Total combined area: 3,000-3,500 OSF Publicly accessible location Close proximity to parking Locate adjacent to administration building Should not be adjacent to play areas Computer lab and Library to be separated by glass wall Appropriate acoustics for sound isolation
	Computer Lab	<ul style="list-style-type: none"> Space for 12 students with provisions for portable internet accessible media 	<ul style="list-style-type: none"> Space for 12 students with provisions for portable internet accessible media
	Library	<ul style="list-style-type: none"> Staff station: 2 Student work/research station: 2 Space for up to 20 students (chairs and tables) Study area for 20 students Isolated space for special collections Secure lockable storage and cabinets A/V storage: store AV equipment Internet accessible presentation Hospitality area 	<ul style="list-style-type: none"> Staff station: 2 Student work/research station: 2 Space for up to 20 students (chairs and tables) (2) Small meeting rooms for tutoring purposes, for up to 12 students (with glass walls) Isolated space for special collections Secure lockable storage and cabinets
	Conference Room	<ul style="list-style-type: none"> Used for staff, student and community Space for up to 12 people 	
	Restrooms	(2) Staff restrooms	
MULTIUM (MUR)	General	<ul style="list-style-type: none"> Used for assemblies, PE, music Space to accommodate 1200 students Operable partition wall for multi Specialty items: basketball stage Storage Total building area: assembly area, kitchen, survey, storage and rest Permanent stage Disabled access lift Basketball storage Approx. area: 1,000 SF 	
	Stage	<ul style="list-style-type: none"> Warming kitchen Designated survey with parking 	
	Kitchen and Survey		
	Office		
	Restrooms	Public use restrooms with extra	
ADMINISTRATIVE	Waiting/Reception/ Clerical	<ul style="list-style-type: none"> Space for 2 administrative staff Waiting room for 6 people 	<ul style="list-style-type: none"> Space for 2 administrative staff Waiting room for 6 people
	Principal Office	<ul style="list-style-type: none"> Office size: 200 SF Adjacent to conference room 	<ul style="list-style-type: none"> Office size: 200 SF Adjacent to conference room
	Vice Principal	<ul style="list-style-type: none"> Office size: 150 SF 	<ul style="list-style-type: none"> Office size: 150 SF
	Conference Room	<ul style="list-style-type: none"> Conference room: 1 Space to accommodate 12 people at one table 	<ul style="list-style-type: none"> Conference room: 1 Space to accommodate 12 people at one table
	Offices	<ul style="list-style-type: none"> Offices used for psychologist, counseling, CHAC, volunteers, etc. Number of offices: 2 Office size: 150 SF 	<ul style="list-style-type: none"> Offices used for psychologist, counseling, CHAC, volunteers, etc. Number of offices: 2 Office size: 150 SF
	Nurses Office	<ul style="list-style-type: none"> Nurses room with 1 bed Designated student restroom Sink with hot and cold water 	<ul style="list-style-type: none"> Nurses room with 2 beds Designated student restroom Sink with hot and cold water
	Office Workroom	<ul style="list-style-type: none"> For administrative staff equipment and supplies. Large work counter Workroom: approx. 160 SF 	<ul style="list-style-type: none"> For administrative staff equipment and supplies. Large work counter Workroom: approx. 160 SF
	Staff Lounge	<ul style="list-style-type: none"> Accommodates minimum 20 staff Kitchen area with appropriate appliances 	<ul style="list-style-type: none"> Accommodates minimum 20 staff Kitchen area with appropriate appliances
	Staff Workroom	<ul style="list-style-type: none"> Appropriate equipment and storage for teachers, staff, and volunteers. Large work counter Workroom: approx. 400 SF 	<ul style="list-style-type: none"> Appropriate equipment, supply and storage for teachers, staff, and volunteers. Large work counter Workroom: approx. 400 SF
	Storage	<ul style="list-style-type: none"> Provide adequate storage for textbooks, curricular supplies, seasonal materials, etc. 	<ul style="list-style-type: none"> Provide adequate storage for textbooks, curricular supplies, seasonal materials, etc.
	Staff Restrooms	Per CDE & CBC requirements	Per CDE & CBC requirements
STUDENT RESTROOMS	General	<ul style="list-style-type: none"> Per CDE & CBC requirements Located in various locations throughout the campus 	<ul style="list-style-type: none"> Per CDE & CBC requirements Located in various locations throughout the campus
FIELDS AND SITES	Outdoor Learning	<ul style="list-style-type: none"> Teaching gardens with accessible water and drip systems Fenced by means of fencing Storage for tools, equipment and supplies 	<ul style="list-style-type: none"> Teaching gardens with accessible water and drip systems Fenced by means of fencing Storage for tools, equipment and supplies
	Outdoor Covered Areas	<ul style="list-style-type: none"> Covered outdoor dining/assembly area to accommodate entire student population during assemblies and 1/2 population during dining Outdoor dining/assembly area to be adjacent to MUR Covered kindergarten play equipment Covered waiting area at bus loading and pick-up/drop-off 	<ul style="list-style-type: none"> Covered outdoor dining/assembly area to accommodate entire student population during assemblies and 1/2 population during dining Outdoor dining/assembly area to be adjacent to MUR Covered kindergarten play equipment Covered waiting area at bus loading and pick-up/drop-off
	Covered walkways	<ul style="list-style-type: none"> Routes of travel throughout the campus connecting buildings 	<ul style="list-style-type: none"> Routes of travel throughout the campus connecting buildings
	Play Equipment	<ul style="list-style-type: none"> Site play area to 75% CDE recommendations Designated 1-3 and 4-5 play equipment Designated, enclosed kindergarten play equipment 	<ul style="list-style-type: none"> Site play area to 75% CDE recommendations
	Field	<ul style="list-style-type: none"> Total field area: 75% of CDE recommendation Baseball or softball field: 1, football or soccer field: 1 Athletic field layout and dimensions per CDE recommendation Running paths surrounding the field Restroom close to field 	<ul style="list-style-type: none"> Total field area: 75% of CDE recommendation Baseball or softball field: 1, football or soccer field: 1 Track and fields similar to Graham Middle School Restroom close to field
	Hard-Court Play Area	<ul style="list-style-type: none"> Hard-court play area to be 75% CDE recommendations Ball wall 	<ul style="list-style-type: none"> Hard-court play area to be 75% CDE recommendations Ball wall
	Outdoor Storage	<ul style="list-style-type: none"> (2) separate storages for recess and P.E. 	<ul style="list-style-type: none"> (2) separate storages for recess and P.E.
	Landscaping	<ul style="list-style-type: none"> Landscaping should provide shelter, shade and enclosure where appropriate 	<ul style="list-style-type: none"> Landscaping should provide shelter, shade and enclosure where appropriate
	Parking/ Drop-off	<ul style="list-style-type: none"> Separate parking, bus loading and drop-off areas Number of parking stalls = Teaching stations * 2.25 Covered waiting area (see outdoor covered areas) 	<ul style="list-style-type: none"> Separate parking, bus loading and drop-off areas Number of parking stalls = Teaching stations * 2.25 Covered waiting area (see outdoor covered areas)



Chapter 7 – Technology

Chapter 7 - Technology

Technology Vision

The Mountain View Whisman School District's technology plan is based upon a vision that its collaborative community will create a culture that boldly leverages technology for students, faculty, staff, and parents. Technology will be current, integrated, secure, and reliable. All stakeholders will have pervasive and easy access to the technology tools needed to improve student learning. Responsible investment in technology will focus on effective communication, engaging teams and quality processes. MVWSD embraces technology that fosters innovative approaches to pedagogy, professional learning communities, and operational systems to help educational leaders envision, implement, manage, and expand continuous improvement.

This year, the District Technology Committee was created to guide the focus with instructional technology. The committee agreed upon the following mission: "Use technology to accelerate continuous improvement, increase transparency, and provide on-demand, just-in-time access to information for everything that we learn and do." The committee has members from both elementary and middle schools as well as District departments. The two main goals are to increase the use of technology and to define best practices and improve the effectiveness of technology already in use within the District.

The technology department provides technical support for all District employees, maintains and supports the district Wide Area Network (WAN), phone system, wireless network, District servers, and provides support and training for teachers, staff, and students.

The following "Description" and "Definition" sections describe the technology advances to be included as part of the SFIP implementation efforts. While some of these features are available to our students and staff today, most are not. Planning for the future technologies is one key factor in the development of this ten-year plan.

Technical Description

Technology has become an integral part of the educational program and operations. Access to technology benefits academic programs and staff development, enhances communication, improves security, and permits the District to control energy costs.

Available technology should enable efficient and effective processes to accelerate learning. Some of the main functional technology requirements are as follows:

- Allow the instructor to incorporate multi-media content into the learning environment;
- Ability to access and display content in classrooms from multiple sources including public Internet, campus servers, VCR/DVD, live TV, local computers, and flash drives;
- Easy to use media controls that are consistent in functionality across classrooms;
- Ability for instructors to share course content from a central server and have remote access to this content off campus;
- Provide greater reliability in key administrative buildings;
- Enable staff to use laptop computers on campus with wired and/or wireless access to private network services and the public Internet;
- Ability to deploy Internet Protocol (IP) based devices in the future (Phones, paging cameras, etc.);
- Infrastructure which supports long-term sustainability objectives;
- Provide adequate training for staff and IT support personnel; and,
- Enhance campus security and communication with cameras, quality paging, and wall displays.



Communication Systems- Definitions

1. **Data Network:** The data network transfers data from one location to another across a system of computers and peripherals, such as printers, that are linked together. The data network provides connection across classrooms, buildings, schools, and the whole District, and also provides access to the greater world through the Internet.
2. **VoIP Phone System:** The District Voice over IP (VoIP) phone system is a digital telephone system that uses the public Internet and private backbones for call transport. It is an open source private branch exchange (PBX) system that offers unified communications features. It offers all the typical features, including voicemail, unified messaging, auto-attendant, conferencing, presence, and call center capabilities. Its Web Services (SOA) based management and configuration system allows centralized management of a distributed system and offers plug and play configuration for all phones and gateways.
3. **Video Safety System:** The video safety system is a network video system that allows video to be monitored and recorded from anywhere on the network, whether it is, for instance, on a Local Area Network (LAN) or a Wide Area Network (WAN), such as the Internet. The core components of a network video system consist of the network camera, the video encoder (used to connect to analog cameras), the network, the server and storage, and video management software.
4. **Video Distribution System:** This is the system that provides the capacity to deliver audio and video signals to classrooms and other designated areas using the LAN as the transport. The system is intended to record and store content for future use and utilizes the Data Network as the transport for distribution.
5. **Smart Classroom:** A classroom equipped with multimedia components designed to enhance instruction and learning is a Smart classroom. Examples of equipment are ceiling-mounted multimedia projection units, pull-down screens, computers, preview monitors, multimedia cabins, document cameras, speakers, amplifiers, and custom control units.
6. **Structure Cabling:** Structure cabling is the main building or campus telecommunications cabling infrastructure that supports all of the individual computers, printers, servers, storage devices, projectors, and other peripherals and connects them to the campus-wide and District-wide networks. The structured cabling system is comprised of Intermediate Distribution Frames (IDFs), Main Distribution Frames (MDFs), backbone cabling, horizontal cabling, and work area components.





Chapter 8 – Energy Efficiency

Chapter 8 - Energy Efficiency

Energy efficiency has become a key issue for school districts for several reasons: reducing operating costs at a time of reduced funding; reducing the impact of school functions on Earth's resources; and serving as a model to the community for low environmental impact development. Energy savings is derived from a blend of flexibility, efficiency, and maintenance, incorporating both "passive" and "mechanical" systems.

Title 24 of the California Code of Regulations, known as the California Building Standards Code or just "Title 24," contains the regulations that govern the construction of buildings in California. Title 24 is composed of 12 parts including the California Energy Code (Part 6) which mandates energy conservation standards for school construction throughout California.

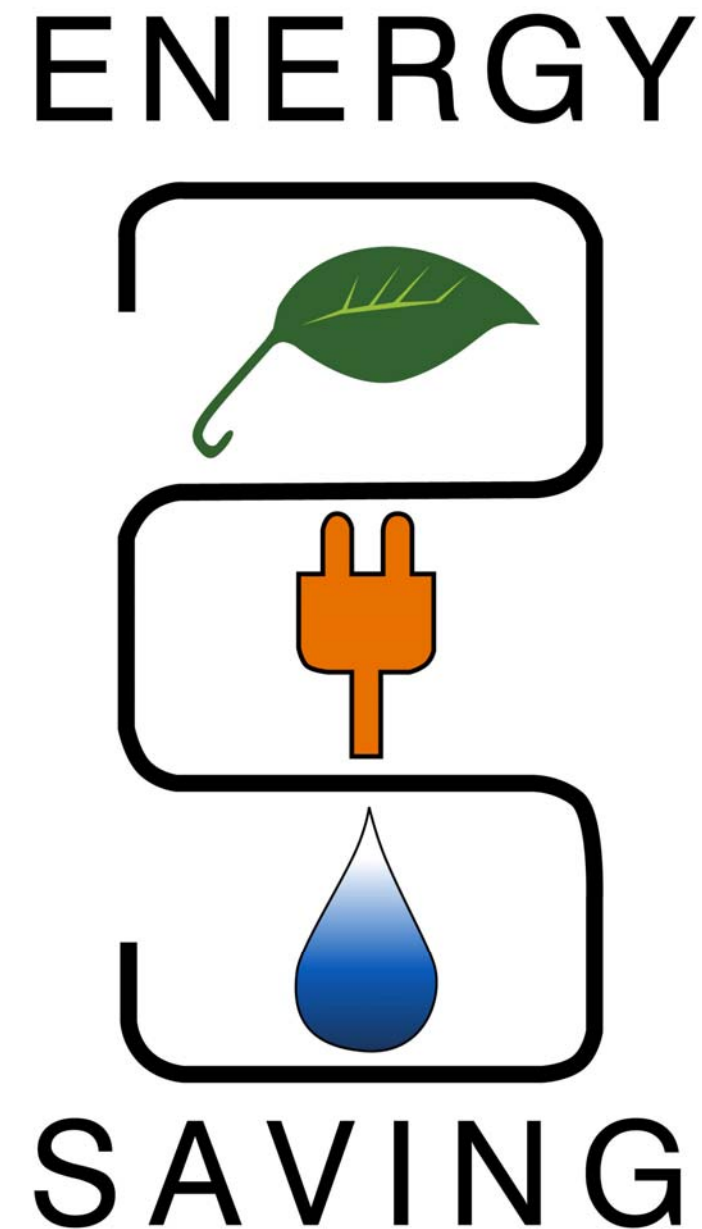
An energy upgrade budget has been proposed for each campus to take advantage of technology improvements over the next several years that can be incorporated into the existing campuses for the maximum benefit of energy savings. This concept is based largely on the Energy Management System (EMS) upgrade performed over the past years that has enabled the District to mitigate rising utility costs on the campuses. The EMS optimizes system operations by monitoring and controlling all mechanical and electrical systems on every campus in the District from one central control point.

Promoting the "Green" design of schools, or sustainable design, is one of the main strategies. A Green school is a building or facility that creates a healthy environment that is conducive to learning while saving energy, resources, and money. Natural systems, such as green roofs or solar panels, provide hands-on learning opportunities, creating a generation of "sustainability natives" who know instinctively how to make smart decisions about sustainable living. Two Green Building rating systems that are used by schools are Leadership in Energy and Environmental Design (LEED) and Collaborative for High Performance Schools (CHPS) utilized as guidelines for major projects involving new construction or modernization. California's CHPS standards were developed with the goal of improving quality of education for children through incorporating best practices and minimum standards with regard to site design, energy and water conservation, and indoor air quality. LEED, promoted by the U.S. Green Building Council, provides a concise framework for identifying and implementing practical and measurable green building design, construction, operations and maintenance solutions.

Using natural ("passive") methods of energy conservation can have a significant effect on overall comfort and on the learning environment itself. For instance, natural ventilation through windows, overhangs (or trees) to block solar radiation and glare, and even large amounts of stone or earth absorbing daytime sunlight, are some of the passive techniques that have been

developed for many thousands of years as integral parts of building design. Each of these has been considered as part of the analysis in this report.

The SFIP recognizes the importance of energy conservation and the reliance of it on ever more valuable (and expensive) natural resources. As such, great financial benefit will be derived from a philosophy of good practices which includes an infrastructure that is flexible in its design, maintainable, uses resources appropriately, and is benign to the environment. The proposed systems were developed not on ideology but rather constructed in a manner that is practical, workable, and cost effective.





Chapter 9 – Community Engagement

Chapter 9 – Community Engagement

Community Meetings

Since October 2008, more than 20 public Board meetings have been held describing the master plan process as well as the Conditions & Needs Analysis and Guiding Principles. The community was invited to join the District at a series of public forums which included updates on the process itself, the Conditions & Needs Analysis, Guiding Principles, and specific school based scenarios. Forums that were open to all community members were held at various schools around the District. These did not have the formality of a boardroom setting and, consequently, permitted active audience input and discussion. Much of the input from these forums has been incorporated into the final SFIP. The public forums were held as follows:

Master Plan Needs Assessment Community Meeting

May 4, 2009, 7:00 p.m.-9:00 p.m., Castro School

Conditions & Needs Analysis report, Guiding Principles, and the Program Standards

January 14, 2010, 6:30 p.m.-8:00 p.m., Monta Loma School

Draft Scenarios to meet MVWSD's needs for the next ten years

February 11, 2010, 6:30 p.m.-8:00 p.m., Theuerkauf School

Draft Student Facilities Improvement Plan

April 20, 2010, 6:30 p.m.-8:00 p.m., Theuerkauf School

Steering Committee Meetings

Input from site representatives was obtained through steering committee meetings held at all schools and support facilities. Dates for these sessions are listed below.

- **April 8, 2009**
Crittenden School
- **April 20, 2009**
Huff School
- **April 23, 2009**
Bubb School
- **April 28, 2009**
Castro School
- **April 30, 2009**
Slater School and Preschool
- **May 4, 2009**
Theuerkauf School
- **May 5, 2009**
Monta Loma School
- **May 6, 2009**
Graham School
- **May 7, 2009**
Landels School
- **August 7, 2009**
Food Services
- **August 31, 2009**
Graham
- **September 1, 2009**
Maintenance and Operations
Transportation
Crittenden
- **September 25, 2009**
District Office

In addition, prior to final adoption by the Board of Trustees, a draft of the SFIP was provided to each school PTA and Site Council for final review and input.

Future Involvement

The SFIP is just one step toward meeting the District's facility needs, and continued community engagement is important for successful implementation of the SFIP. Following adoption of the SFIP, the District will develop an SFIP implementation plan and timeline. Consequently, the District expects future discussions to address detailed school site and building design, as well as specific boundary adjustments to address student demographic trends. The District envisions the SFIP to be a plan for the Mountain View community as well as the schools, and input from all key stakeholders will be essential.



Chapter 10 – School Projects



Bubb Elementary School

525 Hans Avenue, Mountain View, CA 94040

Principal: Mary Dietrich

Introduction

Bubb Elementary School serves the central area of Mountain View and is located near the southern boundary of the city. Bubb draws its students from a diverse socioeconomic community. The community has a rich cultural mix with more than twenty languages represented. The school is located adjacent to Bubb Park and the school playgrounds are used extensively by the community during evenings and weekends. The school's play field is maintained by the City of Mountain View and is considered a part of the City's green space.

Bubb was originally constructed in 1953. Since the original construction, numerous modernization and addition projects have taken place starting in 1954 and continuing through 2003.

The site is 9.66 acres and consists of site-built and modular buildings which are spread out into wings; buildings consist

of the MUR, administration building, general classroom wings, rows of modular buildings comprising of classrooms, computer lab, and library, and, finally, a modular building housing the YMCA daycare.

Bubb Elementary maintained a school-wide average class size of 20.9 and a student-to-teacher ratio of 19.7:1 for the 2008-09 school year. Average class sizes differ by grade level taught, and may be impacted by variations in State funding.

Main Issues

While most site-built buildings were modernized in 2003, the modernization did not address several areas such as growth in enrollment and program changes; also the majority of the facilities are over fifty years old and in need of renovation. Furthermore, modular buildings were not included in the modernization; all ten were built prior to 1995, and are prone to substantial deterioration.

Many of the existing buildings are not of adequate size for the intended functions; the MUR is undersized for the current campus capacity and the library is housed in a modular building away from the core of the campus. Kindergarten classrooms are undersized and do not contain internal restrooms. Restrooms throughout the campus do not comply with current accessibility code requirements.

Vehicular parking and traffic appear to be a significant problem. The parking lot is undersized for the size of the campus. There is considerable congestion at the start and end of each school day, which creates a serious safety problem due to conflicts between vehicles and pedestrians. Furthermore, the parking lot does not have sufficient lighting for pedestrian safety.

Potential seismic deficiencies were identified in the MUR and some of the classroom buildings. While none of the deficiencies detected were of a serious enough nature to warrant immediate action, they need to be addressed as part



of the plan. The existing fire alarm system is obsolete and does not comply with current code.

For a complete assessment of the facilities refer to the Conditions & Needs Analysis report available on the District's website at www.mvwsd.org/SFIP

Proposed Scenario

The existing kindergarten classrooms will be reconfigured to enlarge classroom area and incorporate internal restrooms. Restrooms and drinking fountains throughout the campus will be upgraded to meet accessibility code requirements. Additionally, plumbing equipment and fixtures will be replaced with those that reduce water consumption. Where appropriate modular classrooms will be replaced with two story site-built buildings to ensure student health and well-being, allow for more program space and maximize field and play areas on campus. The remaining buildings will be renovated to provide better teaching environments, and ensure maintenance, longevity, and accessibility compliance. The MUR will be replaced to assure structural safety and accommodate students during assemblies and dining, and the library will be replaced with a site-built building; both spaces will be moved to the front of the campus to provide greater access to the community. The existing administrative building will be expanded to accommodate the necessary support spaces.

New designated parking, bus loading (including bus shelter), and parent pick-up/drop-off areas will be provided to allow students to enter and exit school grounds safely. Concrete walkways and hard-court play areas will be resurfaced to avoid any trip hazards and protect from further deterioration. Covered walkways will be repaired and re-roofed where necessary. Kindergarten play clusters are planned to allow for better supervision and safer outdoor environments. Designated age-appropriate play structures are provided for safety and accessibility purposes. A shade structure adjacent to the MUR will be provided to accommodate assemblies and outdoor activities. Additional exterior lighting fixtures

are planned to improve campus safety. New landscaping elements will be provided to better identify school entry and provide a pleasant environment for students. Furthermore walking trails along the perimeter of the fields will be developed to enhance student and community use of the fields.

The existing fire alarm system will be replaced with a district-wide, network-based, addressable system with adequate notification devices throughout the campus. The electrical and mechanical systems will be upgraded with high-energy efficiency equipment and connected to the EMS, to reduce energy consumption, operating costs, and provide comfort in the teaching and learning environment. Where appropriately indicated, such systems will utilize alternative, green sources of energy, including solar power. The security system will be replaced with a district-wide system. A network-based video safety system will be implemented to monitor the outdoor areas of the campus. The existing technology infrastructure will be upgraded to support emerging technology trends and to enhance student achievement and engagement.

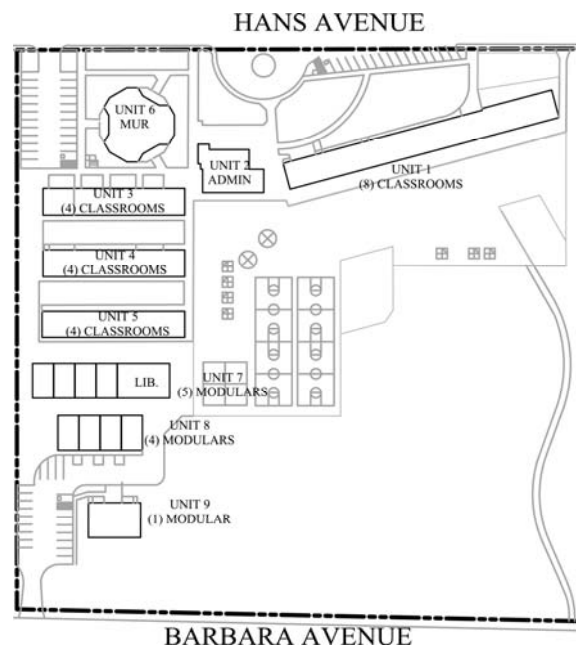
The sanitary sewer, storm drain and water lines will be evaluated and replaced, if necessary. Further studies will be conducted to confirm the identified seismic deficiencies and, to the extent necessary, implement retrofit measures to upgrade structural elements and improve structural safety.

The following site diagram is a conceptual illustration of possible scenarios reflecting general, relative sizes and shapes of the proposed improvements and is subject to change. A detailed design and implementation plan will be developed based on funding availability and community input on projects.

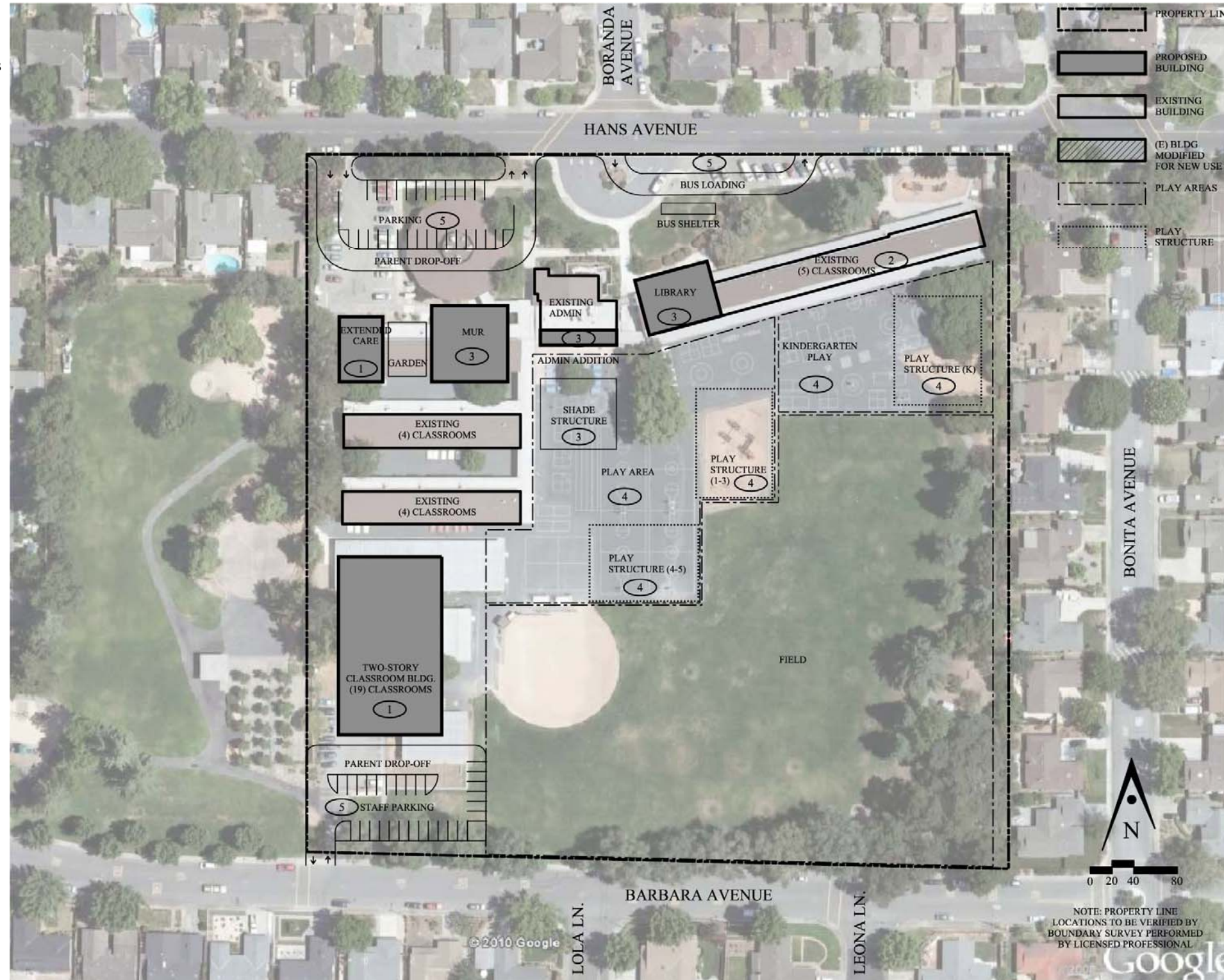


Bubb Elementary School

- 1 **Classrooms**
 -Replacement of modular buildings with two-story classroom building
 -Replacement and relocation of extended care classrooms close to parent drop-off at main entry of the campus
- 2 **Kindergarten Cluster**
 -Reconfiguration of the existing classroom building to provide a kindergarten cluster
- 3 **Support Facilities**
 -Addition of a library/media center to the existing classroom building in front of the campus
 -Replacement of MUR to a central location
 -Expansion of existing administrative offices
 -Addition of a shade structure near the MUR
- 4 **Play Areas**
 -Designated age-appropriate play structures
 -Reconfiguration and re-surfacing of hard-court play areas
- 5 **Bus Loading, Pick-up/Drop-off, and Parking**
 -Creation of a separate bus loading, parent drop-off, and parking areas at main entry alongside Hans Ave.
 -Staff parking and parent drop-off along Barbara Ave.
 -Addition of a bus shelter



Existing Site Plan



Proposed Scenario





Castro Elementary School

505 Escuela Avenue, Mountain View, CA 94040

Principal: Judy Crates

Introduction

Mariano Castro Elementary School resides in the heart of Mountain View and hosts a multi-lingual, multi-ethnic population of students. Castro's diverse student body represents a rich and varied cultural population with more than twenty-one languages spoken. One of Castro's special features is its strong sense of community, as well as housing one of Mountain View Whisman School District's Parent Choice magnet programs: Spanish English Dual Immersion.

The campus was originally constructed in 1947. Since the original construction, a number of modernization and addition projects have taken place starting in 1950 and continuing through 2000.

The site is 9.25 acres, though due to an easement required by Santa Clara Valley Water District for the underground Permanente Creek which runs on the east side of the property, the net usable space for building construction is

about 8.45 acres. The buildings on this site are a combination of modular and site-built buildings which include classrooms, a library, MUR and an administration building.

Castro Elementary maintained a school wide average class size of 20.7 and a student-to-teacher ratio of 21.0:1 for the 2008-2009 school year. Average class sizes vary by grade level taught, and may be impacted by variations in State funding.

Main Issues

While most site-built buildings were modernized in 2000, the modernization did not address several areas such as growth in enrollment and program changes; also the majority of the facilities are over fifty years old and in need of renovation. Furthermore, nine of the modular buildings were built prior to 1995 and are prone to substantial deterioration.

Some of the existing buildings are not of adequate size for the intended functions. The MUR is undersized for the current campus capacity and does not include a server. Kindergarten classrooms are undersized, distant from one another and do not contain internal restrooms. Casework and restrooms throughout the campus do not fully comply with current accessibility code requirements.

Vehicular parking and traffic appear to be a significant problem. The parking lot is undersized for the size of the campus. There is considerable congestion at the start and end of each school day, which creates a serious safety problem due to conflicts between vehicles and pedestrians. Furthermore, the parking lot does not have sufficient lighting for pedestrian safety.

Potential seismic deficiencies were identified in the MUR and most of the classroom buildings. While none of the deficiencies detected were of a serious enough nature to warrant immediate action, they need to be addressed as part



of the plan. The existing fire alarm system is obsolete and does not comply with current code.

Current facilities cannot accommodate neighborhood students, and, based upon demographic projections, this issue is likely to become increasingly significant. As the boundaries for Castro are currently defined, the number of K-5 students living within those boundaries in 2008-09 was 553. There were an additional 286 K-5 students living in the Castro neighborhood, but within boundaries that have been assigned to other schools. The District must provide transportation services to over 300 K-5 students who live within the Castro neighborhood, largely due to limited facilities on the Castro campus.

For a complete assessment of the facilities refer to the Conditions & Needs Analysis report available on the District's website at www.mvwsd.org/SFIP.

Proposed Scenarios

Two scenarios have been proposed for this campus, the following is a brief description of each layout.

Proposed Scenario 1- One Campus

The kindergarten classrooms will be replaced to provide adequate space including internal restrooms for the program. Restrooms and drinking fountains throughout the campus will be upgraded to meet accessibility code requirements. Extended care programs will be moved closer to parent drop-off. Pre-school classrooms will be relocated forming a pre-school cluster. Where appropriate, modular classrooms will be replaced with two-story site-built buildings to ensure student health and well-being, allow for more program space, and maximize outdoor play areas. The MUR will be replaced and relocated to accommodate students during assemblies and dining. The existing MUR will be reconfigured to create a library and will be upgraded for structural safety. The remaining buildings will be renovated to provide better teaching environments, and ensure maintenance, longevity, and accessibility compliance.

Proposed Scenario 1- Two Campuses

This scenario offers the possibility of expanding both the dual immersion and neighborhood programs, consequently, two full size schools are proposed as part of this scenario. Adequately sized kindergarten classrooms including internal restrooms will be provided for each school. Existing site-built and modular buildings will be replaced with two-story site-built buildings to ensure student health and well-being, allow for more program space, and maximize field and play areas on both campuses. The MUR and library buildings will be replaced and situated in a centralized location to serve both schools. Designated administrative offices will be constructed close to the entries of each school.

Designated parking, bus loading (including bus shelter), and parent pick-up/drop-off areas will be provided to allow students to enter and exit school grounds safely. Concrete walkways and hard-court play areas will be resurfaced to avoid any trip hazards and protect from further deterioration. Covered walkways will be repaired and re-roofed where necessary. Kindergarten and pre-school play clusters are planned to allow for better supervision and safer outdoor environments. Designated age-appropriate play structures are provided for safety and accessibility purposes. A shade structure adjacent to the MUR will be provided to accommodate assemblies and outdoor activities. Additional exterior lighting fixtures are planned to improve campus safety. New landscaping elements will be provided to better identify school entry and provide a pleasant environment for students. Furthermore walking trails along the perimeter of the fields will be developed to enhance student and community use of the fields.

The existing fire alarm system will be replaced with a district-wide, network-based, addressable system with adequate notification devices throughout the campuses. The electrical and mechanical systems will be upgraded and connected to the EMS, with high-energy efficiency equipment to reduce energy consumption, operating costs,

and provide comfort in the teaching and learning environment. The security system will be replaced with a district-wide system. Where appropriately indicated, such systems will utilize alternative, green sources of energy, including solar power. A network-based video safety system will be implemented to monitor the outdoor areas of the campuses. The existing technology infrastructure will be upgraded to support emerging technology trends and to enhance student achievement and engagement.

The sanitary sewer, storm drain and water lines will be evaluated and replaced, if necessary. The plumbing equipment and fixtures will be replaced with those that reduce water consumption. Further studies will be conducted to confirm the identified seismic deficiencies and, to the extent necessary, implement retrofit measures to upgrade structural elements and improve structural safety.

The following site diagrams are conceptual illustrations of possible scenarios reflecting general, relative sizes and shapes of the proposed improvements and are subject to change. A detailed design and implementation plan will be developed based on funding availability and community input on projects.



Castro Elementary School – Scenario 1

- 1 Classrooms**

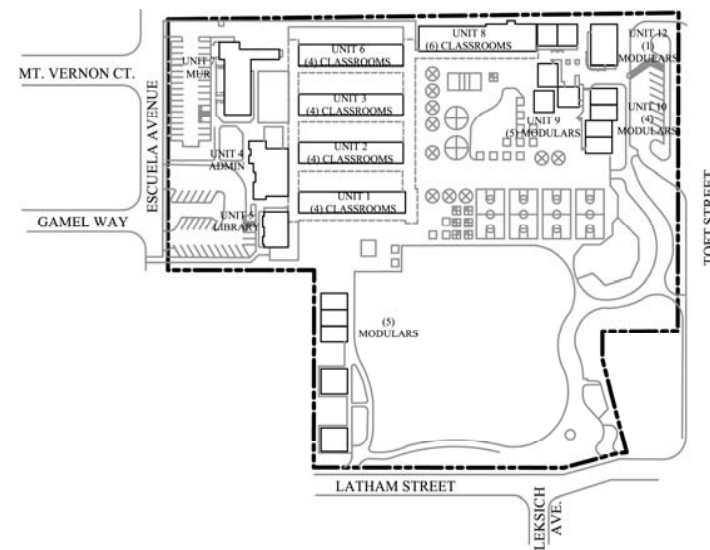
 - Replacement of existing classrooms with two-story classroom building
 - Replacement and relocation of extended care classrooms close to parent drop-off at main entry
 - Replacement and relocation of the pre-school classrooms to forming a pre-school cluster near parent drop-off on Toft St.
- 2 Kindergarten Cluster**

 - Replacement of the kindergarten classroom building, forming a kindergarten cluster
- 3 Support Facilities**

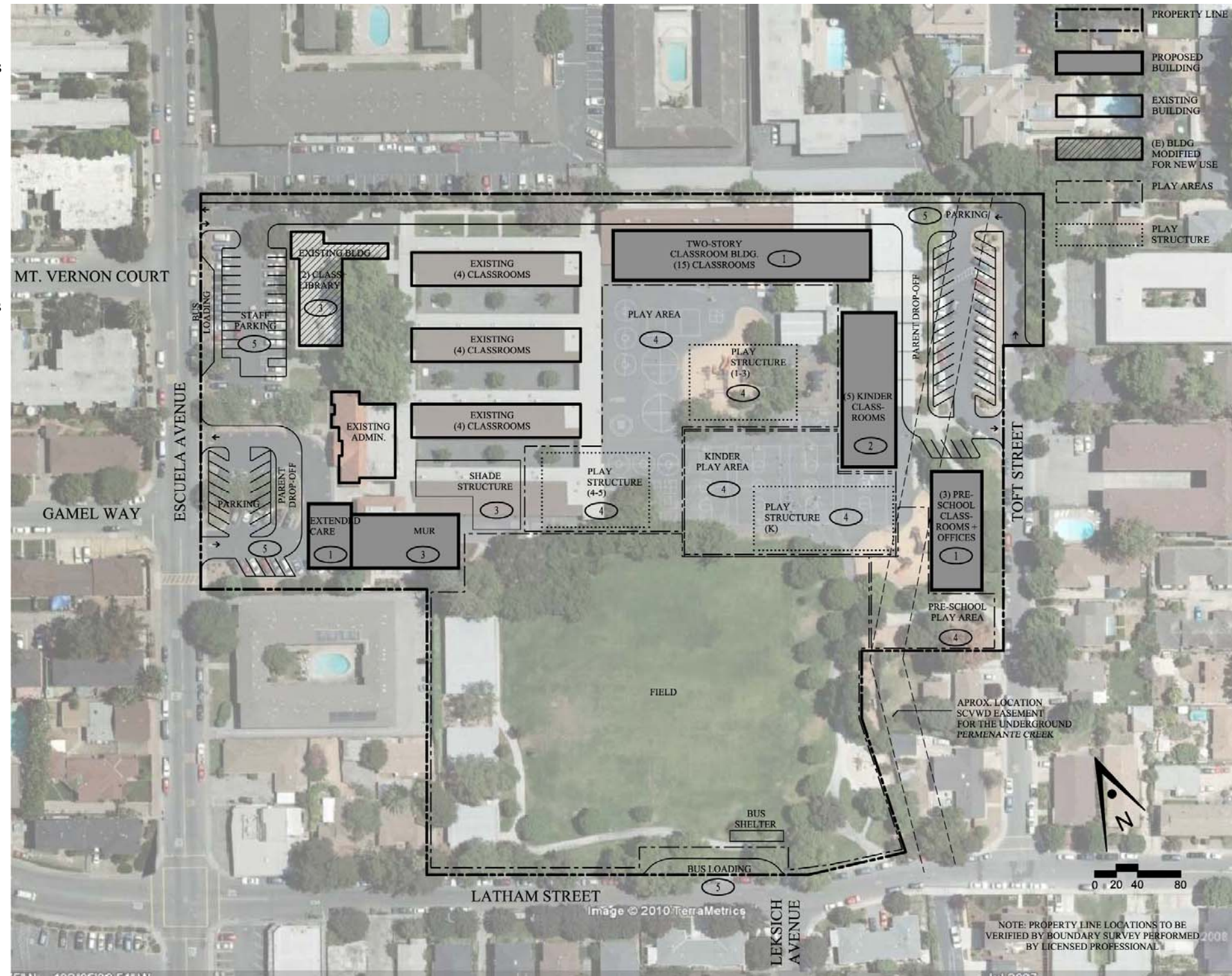
 - Replacement of the MUR near main entry of the campus
 - Reconfiguration of the existing MUR to create a library
 - Addition of a shade structure near the MUR
- 4 Play Areas**

 - Designated age-appropriate play structures
 - Reconfiguration and re-surfacing of hard-court play areas
- 5 Bus Loading, Pick-up/Drop-off, and Parking**

 - Creation of a separate bus loading, parent drop-off, and parking on Escuela Ave.
 - Expansion of the existing parking lot on Toft Ave. to create separate parent drop-off
 - Creation of a new bus loading area on Latham St.
 - Addition of a bus shelter



Existing Site Plan

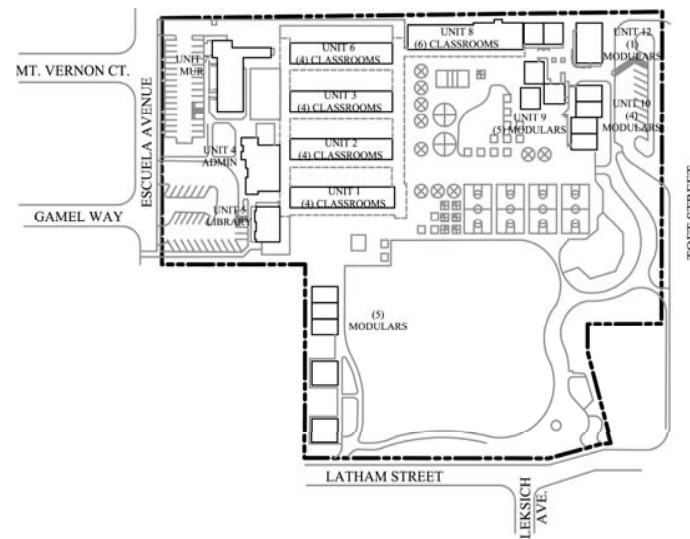


Proposed Scenario 1-One Campus

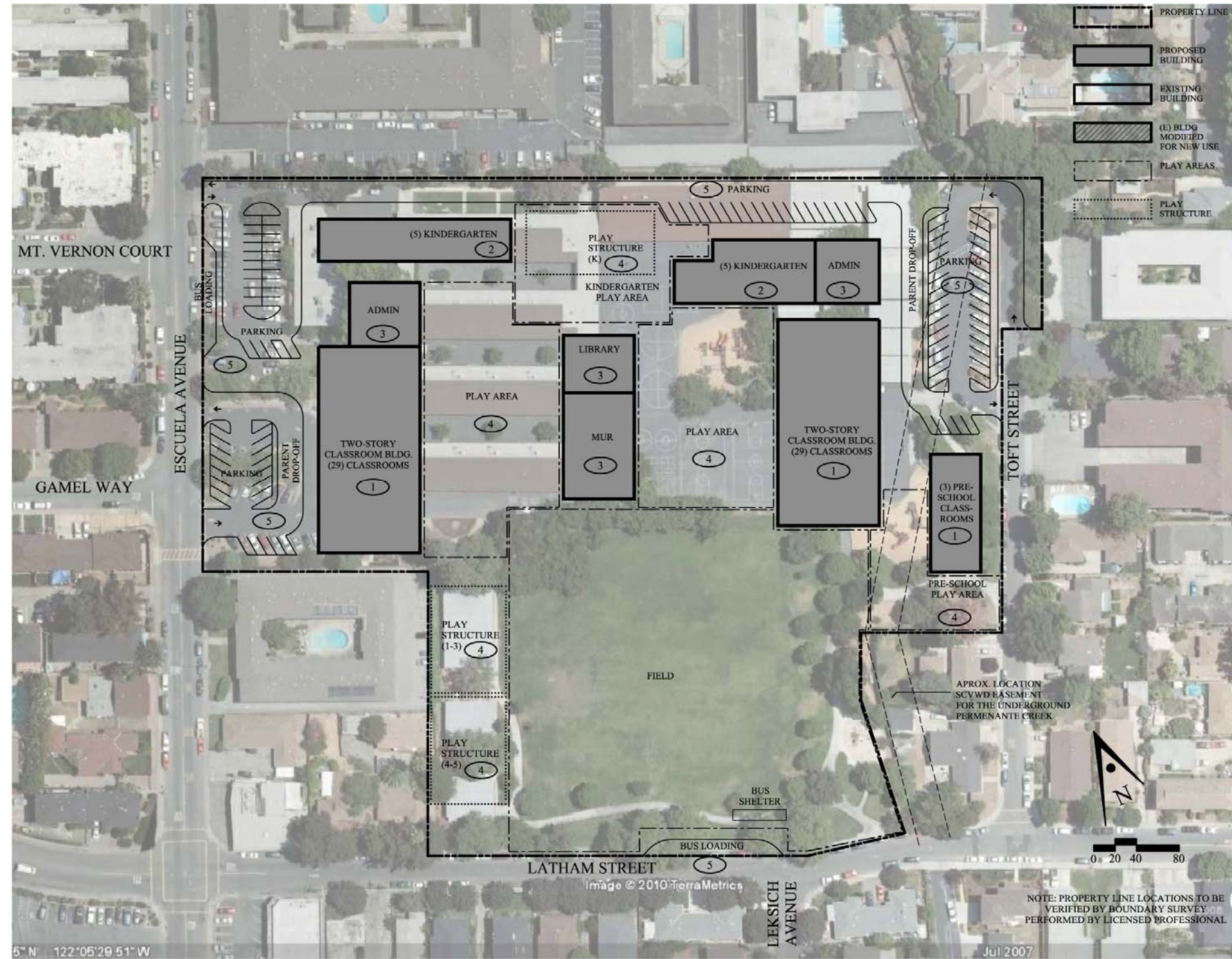


Castro Elementary School – Scenario 2

- 1 **Classrooms**
-Replacement of existing classrooms with two-story classroom buildings forming two full-size schools
-Replacement and relocation of the pre-school classrooms forming a pre-school cluster near parent drop-off on Toft Street
- 2 **Kindergarten Cluster**
-Replacement and addition of kindergarten classroom buildings forming kindergarten clusters in each school
- 3 **Support Facilities**
-Replacement of the MUR and library/media center to a central location serving both schools
-Construction of administration buildings near both entries
- 4 **Play Areas**
-Designated age-appropriate play structures
-Reconfiguration and re-surfacing of hard-court play areas
- 5 **Bus Loading, Pick-up/Drop-off, and Parking**
-Creation of separate bus loading, parent drop-off, and parking lots along Escuela Ave.
-Expansion of the existing parking lot on Toft Ave. to create separate parent drop-off
-Addition of kindergarten parking lot
-Creation of a new bus loading area on Latham St.
-Addition of a bus Shelter



Existing Site Plan



Proposed Scenario 2- Two Campuses





Huff Elementary School

253 Martens Avenue, Mountain View, CA 94040

Principal: Sharon Burns

Introduction

Frank L. Huff Elementary School is located near the southeast boundary of the city. Huff draws the majority of its students from the residential area surrounding the school. The school was originally constructed in 1958. Since the original construction, a number of modernization and addition projects have taken place starting in 1959 and continuing through 2007. The facility was closed and partially leased out for a number of years. The campus re-opened as an elementary school in 1998 to help accommodate the Class Size Reduction (CSR) program.

Huff Elementary maintained a school-wide average class size of 21.0 and a student-to-teacher ratio of 21.7:1 for the 2008-09 school year. Average class sizes differ by grade level taught, and may be impacted by variations in State funding.

The site is 10.93 acres and consists of site-built and modular buildings which are spread out into wings; buildings consist

of an MUR, a wing of three modulars housing the YMCA daycare and two kindergarten classrooms, a classroom-administration wing, three general classroom wings, and finally a line of modulars housing classrooms, computer lab, art, and the library.

Main Issues

While most site-built buildings were modernized in 2003, the modernization did not address several areas such as growth in enrollment and program changes; also the majority of the facilities are over fifty years old and in need of renovation. Furthermore, modular buildings were not included in the modernization; four of which were built prior to 1995 and are prone to substantial deterioration.

Many of the existing buildings are not of adequate size for the intended functions; some of the classrooms housing kindergarteners as well as the intervention programs do not have adequate space, the MUR is undersized for the current campus capacity, and the library is housed in a modular

building away from the core of the campus. The nurse's office does not have a designated student's restroom. Restrooms throughout the campus do not comply with current accessibility code requirements.

Vehicular traffic at pick-up/drop-off location appears to be a significant problem. There is considerable congestion at the start and end of each school day, which creates a serious safety problem due to conflicts between vehicles and pedestrians. Furthermore, the parking lot does not have sufficient lighting for pedestrian safety.

Potential seismic deficiencies were identified in some of the classroom buildings as well as the MUR. While none of the deficiencies detected were of a serious enough nature to warrant immediate action, they need to be addressed as part of the plan. The existing fire alarm system is obsolete and does not comply with current code.



For a complete assessment of the facilities refer to the Conditions & Needs Analysis report available on the District's website at www.mvwsd.org/SFIP.

Proposed Scenario

Modular classrooms built prior to 1995 will be replaced with site-built buildings to assure student health and well-being. A two story site-built building is planned to house grade level classrooms as well as kindergarten classrooms containing internal restrooms. The existing library modular will be reconfigured to house extended care programs. The MUR will be replaced to assure structural safety and accommodate students during assemblies and dining, the library will be relocated to a site-built building; both spaces will be moved to the front of the campus to provide greater access to the community. The existing administrative building will be expanded to accommodate the necessary support spaces. Restrooms and drinking fountains throughout the campus will be upgraded to meet accessibility code requirements. Additionally, plumbing equipment and fixtures will be replaced with those that reduce water consumption. The remaining buildings will be renovated to provide better teaching environments, and ensure maintenance, longevity, and accessibility compliance.

New designated parking, bus loading (including bus shelter), and parent pick-up/drop-off areas will be provided to allow students to enter and exit school grounds safely. Concrete walkways and hard-court play areas will be resurfaced to avoid any trip hazards and protect from further deterioration. Covered walkways will be repaired and re-roofed where necessary. Kindergarten play clusters are planned to allow for better supervision and safer outdoor environments. Designated age-appropriate play structures are provided for safety and accessibility purposes. A shade structure adjacent to the MUR will be provided to accommodate assemblies and outdoor activities. Additional exterior lighting fixtures are planned to improve campus safety. New landscaping elements will be provided to better identify school entry and

provide a pleasant environment for students. Furthermore walking trails along the perimeter of the fields will be developed to enhance student and community use of the fields.

The existing fire alarm system will be replaced with a district-wide, network-based, addressable system with adequate notification devices throughout the campus. The electrical and mechanical systems will be upgraded with high-energy efficiency equipment and connected to the EMS, to reduce energy consumption, operating costs, and provide comfort in the teaching and learning environment. Where appropriately indicated, such systems will utilize alternative, green sources of energy, including solar power. The security system will be replaced with a district-wide system. A network-based video safety system will be implemented to monitor the outdoor areas of the campus. The existing technology infrastructure will be upgraded to support emerging technology trends and to enhance student achievement and engagement.

The sanitary sewer, storm drain and water lines will be evaluated and replaced, if necessary. Further studies will be conducted to confirm the identified seismic deficiencies and, to the extent necessary, implement retrofit measures to upgrade structural elements and improve structural safety.

The following site diagram is a conceptual illustration of possible scenarios reflecting general, relative sizes and shapes of the proposed improvements and is subject to change. A detailed design and implementation plan will be developed based on funding availability and community input on projects.



Huff Elementary School

- 1 Classrooms**

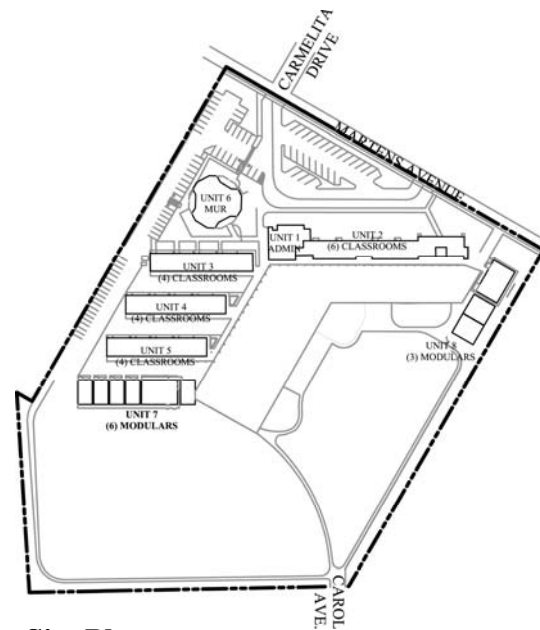
 - Replacement of classrooms with a two-story classroom building, including kindergarten
 - Replacement of the modular classrooms with a single story classroom building
 - Reconfiguration of the existing library to create extended care classrooms
- 2 Kindergarten Cluster**

 - Development of a kindergarten cluster adjacent to the two-story building
- 3 Support Facilities**

 - Replacement of the MUR, front of the campus
 - Replacement of the library/media center to the front of the campus
 - Addition of a shade structure near the MUR
 - Expansion of the existing administrative offices
- 4 Play Areas**

 - Designated age-appropriate play structures
 - Reconfiguration and re-surfacing of hard-court play areas
- 5 Bus Loading, Pick-up/Drop-off, and Parking**

 - Reconfiguration of existing parking lot to create separate bus loading, parent drop-off, and parking areas at main entry off of Marten Ave.
 - Addition of a bus Shelter



Existing Site Plan



Proposed Scenario





Landels Elementary School

115 West Dana Street, Mountain View, CA 94041

Principal: Carmen Mizell

Introduction

Landels Elementary School is located near the downtown area of Mountain View. Landels students are from a diverse socioeconomic and ethnic population in the downtown area and from the Moffet military base.

The campus was originally constructed in 1959 with addition and modernization projects taking place starting in 1966 through 2002.

The site is 10.16 acres and consists of site-built and modular buildings which are spread out into wings. The buildings consist of the MUR, a modular building housing YMCA daycare, a classroom-administration wing, three general classroom wings, and finally two rows of modulares housing classrooms, computer lab, learning center, and the library.

Landels Elementary maintained a school-wide average class size of 21.3 and a student-to-teacher ratio of 21.5:1 for the 2008-09 school year. Average class sizes differ by grade

level taught, and may be impacted by variations in State funding.

Main Issues

While most site-built buildings were modernized in 2002, the modernization did not address several areas such as growth in enrollment and program changes; also the majority of the facilities are over forty years old and in need of renovation. Furthermore, modular buildings were not included in the modernization; five of which were built prior to 1995 and are prone to substantial deterioration.

Many of the existing buildings are not of adequate size for their intended functions; the MUR is undersized for the current campus capacity and the library is housed in a modular building away from the core of the campus. Kindergarten classrooms are undersized and do not contain internal restrooms. Restrooms throughout the campus do not comply with current accessibility code requirements.

Vehicular parking and traffic appear to be a significant problem. The parking lot is undersized for the size of the campus. There is considerable congestion at the start and end of each school day, which creates a serious safety problem due to conflicts between vehicles and pedestrians. Furthermore, the parking lot does not have sufficient lighting for pedestrian safety.

Potential seismic deficiencies were identified in the MUR and some of the classroom buildings. While none of the deficiencies detected were of a serious enough nature to warrant immediate action, they need to be addressed as part of the plan. The existing fire alarm system is obsolete and does not comply with current code.

For a complete assessment of the facilities refer to the Conditions & Needs Analysis report available on the District's website at www.mvwsd.org/SFIP.



Proposed Scenario

Kindergarten classrooms will be replaced to provide adequate classroom area and incorporate internal restrooms. Restrooms and drinking fountains throughout the campus will be upgraded to meet accessibility code requirements. Additionally, plumbing equipment and fixtures will be replaced with those that reduce water consumption. Where appropriate, modular classrooms will be replaced with two story site-built buildings to ensure student health and wellbeing, allow for more program space and maximize field and play areas on campus. The remaining buildings will be renovated to provide better teaching environments, and ensure maintenance, longevity, and accessibility compliance. The MUR will be replaced to assure structural safety and accommodate students during assemblies and dining, and the library will be replaced with a site-built building; both spaces will be moved to the front of the campus to provide greater access to the community. The existing administrative building will be expanded to accommodate the necessary support spaces.

New designated parking, bus loading (including bus shelter), and parent pick-up/drop-off areas will be provided to allow students to enter and exit school grounds safely. Concrete walkways and hard-court play areas will be resurfaced to avoid any trip hazards and protect from further deterioration. Covered walkways will be repaired and re-roofed where necessary. Kindergarten play clusters are planned to allow for better supervision and safer outdoor environments. Designated age-appropriate play structures are provided for safety and accessibility purposes. A shade structure adjacent to the MUR will be provided to accommodate assemblies and outdoor activities. Additional exterior lighting fixtures are planned to improve campus safety. New landscaping elements will be provided to better identify school entry and provide a pleasant environment for students. Furthermore walking trails along the perimeter of the fields will be developed to enhance student and community use of the fields.

The existing fire alarm system will be replaced with a district-wide, network-based, addressable system with adequate notification devices throughout the campus. The electrical and mechanical systems will be upgraded with high-energy efficiency equipment and connected to the EMS, to reduce energy consumption, operating costs, and provide comfort in the teaching and learning environment. Where appropriately indicated, such systems will utilize alternative, green sources of energy, including solar power. The security system will be replaced with a district-wide system. A network-based video safety system will be implemented to monitor the outdoor areas of the campus. The existing technology infrastructure will be upgraded to support emerging technology trends and to enhance student achievement and engagement.

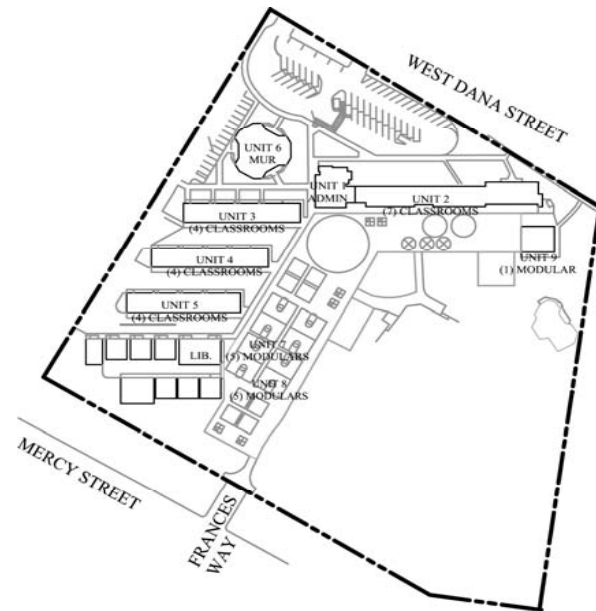
The sanitary sewer, storm drain and water lines will be evaluated and replaced, if necessary. Further studies will be conducted to confirm the identified seismic deficiencies and, to the extent necessary, implement retrofit measures to upgrade structural elements and improve structural safety.

The following site diagram is a conceptual illustration of possible scenarios reflecting general, relative sizes and shapes of the proposed improvements and is subject to change. A detailed design and implementation plan will be developed based on funding availability and community input on projects.

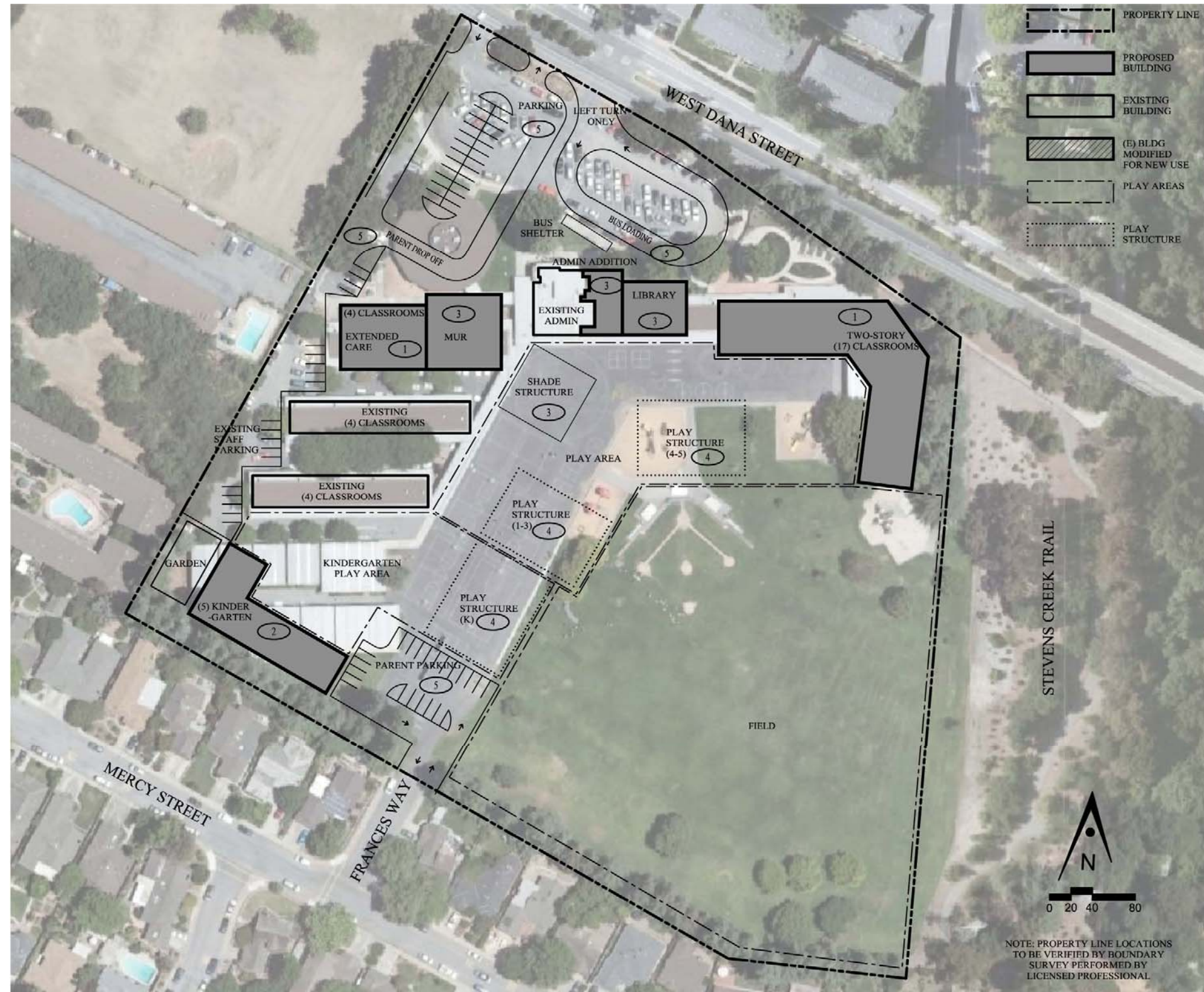


Landels Elementary School

- 1 Classrooms**
 - Replacement of existing classrooms with a two-story classroom building at the front of the campus adjacent to Stevens Creek Trail
 - Replacement of classrooms, including extended care, close to parent drop-off at main entry
- 2 Kindergarten Cluster**
 - Replacement of the kindergarten classrooms forming a kindergarten cluster by Frances Way entry
- 3 Support Facilities**
 - Replacement of the MUR to a central location
 - Relocation of the library/media center to the front of the campus
 - Expansion of the existing administrative offices
 - Addition of a shade structure near the MUR
- 4 Play Areas**
 - Designated age-appropriate play structures
 - Reconfiguration and re-surfacing of hard-court play areas
- 5 Bus Loading, Pick-up/Drop-off, and Parking**
 - Creation of separate bus loading, parent drop-off, and parking lot at the main entry alongside West Dana Ave
 - Creation of a new kindergarten parking and drop-off at Frances Way
 - Addition of a bus shelter



Existing Site Plan



Proposed Scenario

NOTE: PROPERTY LINE LOCATIONS TO BE VERIFIED BY BOUNDARY SURVEY PERFORMED BY LICENSED PROFESSIONAL





Monta Loma Elementary School

460 Thompson Avenue, Mountain View, CA 94043

Principal: Cathy Baur

Introduction

Monta Loma is located in the northwestern area of the city and serves a highly diverse population. The school is located adjacent to Monta Loma Park, which is utilized by the community during evenings and weekends. Monta Loma School also has active parent and community participation.

The facilities were originally constructed in 1955 with a series of additions starting in 1956 through 1962. In 1980 the campus was refurbished following fire damage. Modernization to the site was conducted in 1999, which included addition of a new library, classroom buildings, kindergarten building and upgrade of all existing facilities.

The site is 10.28 acres and consists of multiple classroom buildings, an administration building, staff lounge/work room, a library/computer lab building and an MUR.

Monta Loma Elementary maintained a school-wide average class size of 20.7 and a student-to-teacher ratio of 19.9:1 for the 2008-09 school year. Average class sizes vary by grade level taught, and may be impacted by variations in State funding.

Main Issues

While buildings were modernized in 1999, the modernization did not address several areas such as growth in enrollment and program changes; also the majority of the facilities are over fifty years old and in need of renovation.

The MUR is undersized for the intended function, and does not accommodate current campus capacity. Classroom buildings are spread throughout the campus, therefore reducing outdoor play area and creating safety issues due to lack of supervision. Restrooms throughout the campus do not comply with current accessibility code requirements.

Potential seismic deficiencies were identified in the staff buildings. While none of the deficiencies detected were of a serious enough nature to warrant immediate action, they need to be addressed as part of the plan. The existing fire alarm system is obsolete and does not comply with current code.

For a complete assessment of the facilities refer to the Conditions & Needs Analysis report available on the District's website at www.mvwsd.org/SFIP.



Proposed Scenario

The existing kindergarten building will be expanded to provide additional classrooms. Existing classrooms will be replaced with one and two story site-built buildings to improve campus supervision, provide more program space, maximize field and play areas. The remaining buildings will be renovated to provide better teaching environments, and ensure maintenance, longevity, and accessibility compliance. Restrooms and drinking fountains throughout the campus will be upgraded to meet accessibility code requirements. Additionally, plumbing equipment and fixtures will be replaced with those that reduce water consumption. The MUR will be expanded to accommodate students during assemblies and dining. The existing administrative building will be expanded to incorporate the staff room and accommodate the necessary support spaces.

Existing parking lots, concrete walkways, and hard-court play areas will be resurfaced to avoid any trip hazards and protect from further deterioration. Covered walkways will be repaired and re-roofed where necessary. Kindergarten play clusters are planned to allow for better supervision and safer outdoor environments. Designated age-appropriate play structures are provided for safety and accessibility purposes. A shade structure adjacent to the MUR will be provided to accommodate assemblies and outdoor activities. New landscaping elements will be provided to better identify school entry and provide a pleasant environment for students. Furthermore walking trails along the perimeter of the fields will be developed to enhance student and community use of the fields.

The existing fire alarm system will be replaced with a district-wide, network-based, addressable system with adequate notification devices throughout the campus. The electrical and mechanical systems will be upgraded with high-energy efficiency equipment and connected to the EMS, to reduce energy consumption, operating costs, and provide comfort in the teaching and learning environment. Where appropriately indicated, such systems will utilize alternative,

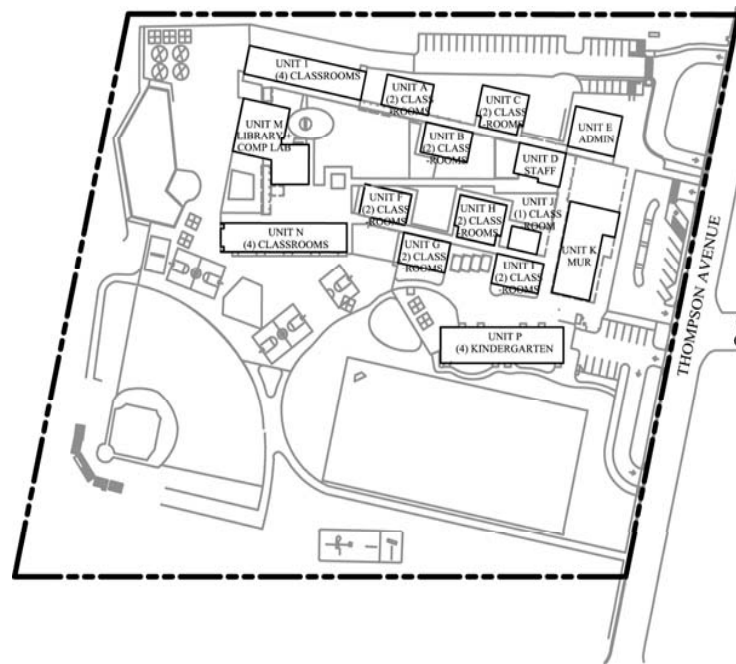
green sources of energy, including solar power. The security system will be replaced with a district-wide system. A network-based video safety system will be implemented to monitor the outdoor areas of the campus. The existing technology infrastructure will be upgraded to support emerging technology trends and to enhance student achievement and engagement. The sanitary sewer, storm drain, and water lines will be evaluated and replaced, if necessary.

The following site diagram is a conceptual illustration of possible scenarios reflecting general, relative sizes and shapes of the proposed improvements and is subject to change. A detailed design and implementation plan will be developed based on funding availability and community input on projects.



Monta Loma Elementary School

- 1 Classrooms**
-Replacement of existing classrooms with single-story classroom building close to the field
-Replacement of existing classrooms with two story/single-story combination classroom building
- 2 Kindergarten Cluster**
-Addition of a classroom to the existing kindergarten building forming a cluster
- 3 Support Facilities**
-Expansion of the existing MUR
-Addition of a shade structure near the MUR
-Expansion of the existing administrative offices
- 4 Play Areas**
-Designated age-appropriate play structures
-Reconfiguration and re-surfacing of hard-court play areas
- 5 Bus Loading, Pick-up/Drop-off, and Parking**
-Resurfacing of the existing bus loading, parent drop-off, and parking lots



Existing Site Plan



Proposed Scenario





Slater School

325 Gladys Avenue, Mountain View, CA 94043

Program Coordinator: Kristin Enriquez Capalbo

Introduction

Slater campus is located on the east side of Mountain View. It was originally constructed in 1952 and since the original construction, a number of modernization and addition projects have taken place starting in 1956 and continuing through 2002. The site is 8.84 acres and consists of site-built and modular buildings. The pre-school and special education program buildings consist of eight modular buildings.

One classroom is used for the District's state pre-school program and the balance of the classrooms occupied by the District are used for special education pre-school and autism services. The balance of the school site is occupied by Children's Creative Learning Center (CCLC) through a joint use agreement between the District and Google, Inc. The District anticipates that it will continue to enter into joint use agreements with respect to the Slater site during the ten years addressed by the SFIP. Consequently, the SFIP does not

address renovation of facilities at Slater currently occupied by CCLC.

Main Issues

While most of the modular buildings at this site were installed in 1998, two were installed prior to 1995 and are prone to substantial deterioration. There is a significant lack of restrooms within the Special Education facility for both students and staff. The existing fire alarm system is obsolete and does not comply with current code

For a complete assessment of the facilities refer to the Conditions & Needs Analysis report available on the District's website at www.mvwsd.org/SFIP.

Proposed Scenario

Where appropriate, modular classrooms will be replaced to ensure student health and well-being. The remaining buildings will be renovated to provide better teaching environments, and ensure maintenance, longevity, and accessibility compliance. Internal restrooms will be added to the special education classrooms and the administrative office building. A modular restroom building will be added to meet the additional needs of the site.

Concrete walkways and hard-court play areas will be re-surfaced to avoid any trip hazards and protect from further deterioration. Covered walkways will be repaired and re-roofed where necessary. Play structure box surfaces will be replaced with rubber surfacing for safety and accessibility purposes. Shade structures covering play equipment will be provided to improve the outdoor activity environment. New landscaping elements will be provided to better identify school entry and provide a pleasant environment for



students. Furthermore walking trails along the perimeter of the fields will be developed to enhance student and community use of the fields.

The existing fire alarm system will be replaced with a district-wide, network-based, addressable system with adequate notification devices throughout the campus. The electrical and mechanical systems will be upgraded with high-energy efficiency equipment and connected to the EMS, to reduce energy consumption, operating costs, and provide comfort in the teaching and learning environment. Where appropriately indicated, such systems will utilize alternative, green sources of energy, including solar power. The security system will be replaced with a district-wide system. A network-based video safety system will be implemented to monitor the outdoor areas of the campus. The existing technology infrastructure will be upgraded to support emerging technology trends and to enhance student achievement and engagement.

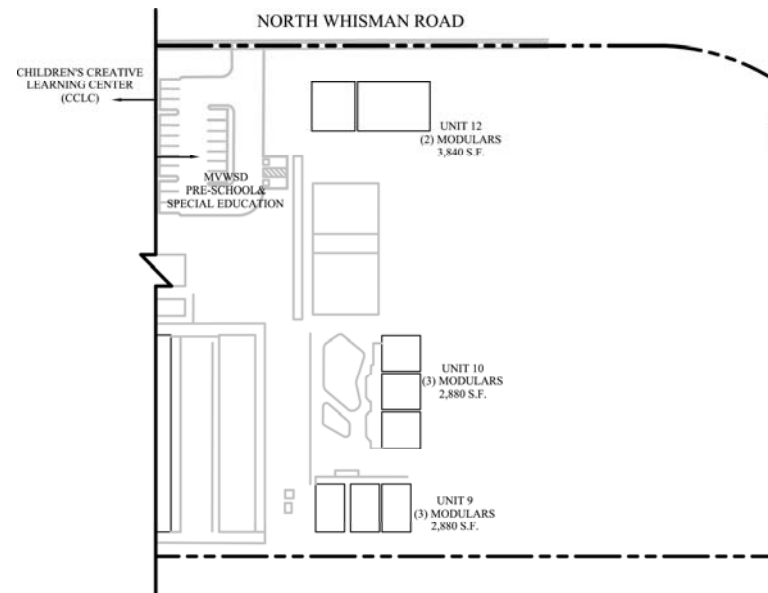
The sanitary sewer, storm drain and water lines will be evaluated and replaced, if necessary. The plumbing equipment and fixtures will be replaced with those that reduce water consumption.

The following site diagram is a conceptual illustration of possible scenarios reflecting general, relative sizes and shapes of the proposed improvements and is subject to change. A detailed design and implementation plan will be developed based on funding availability and community input on projects.

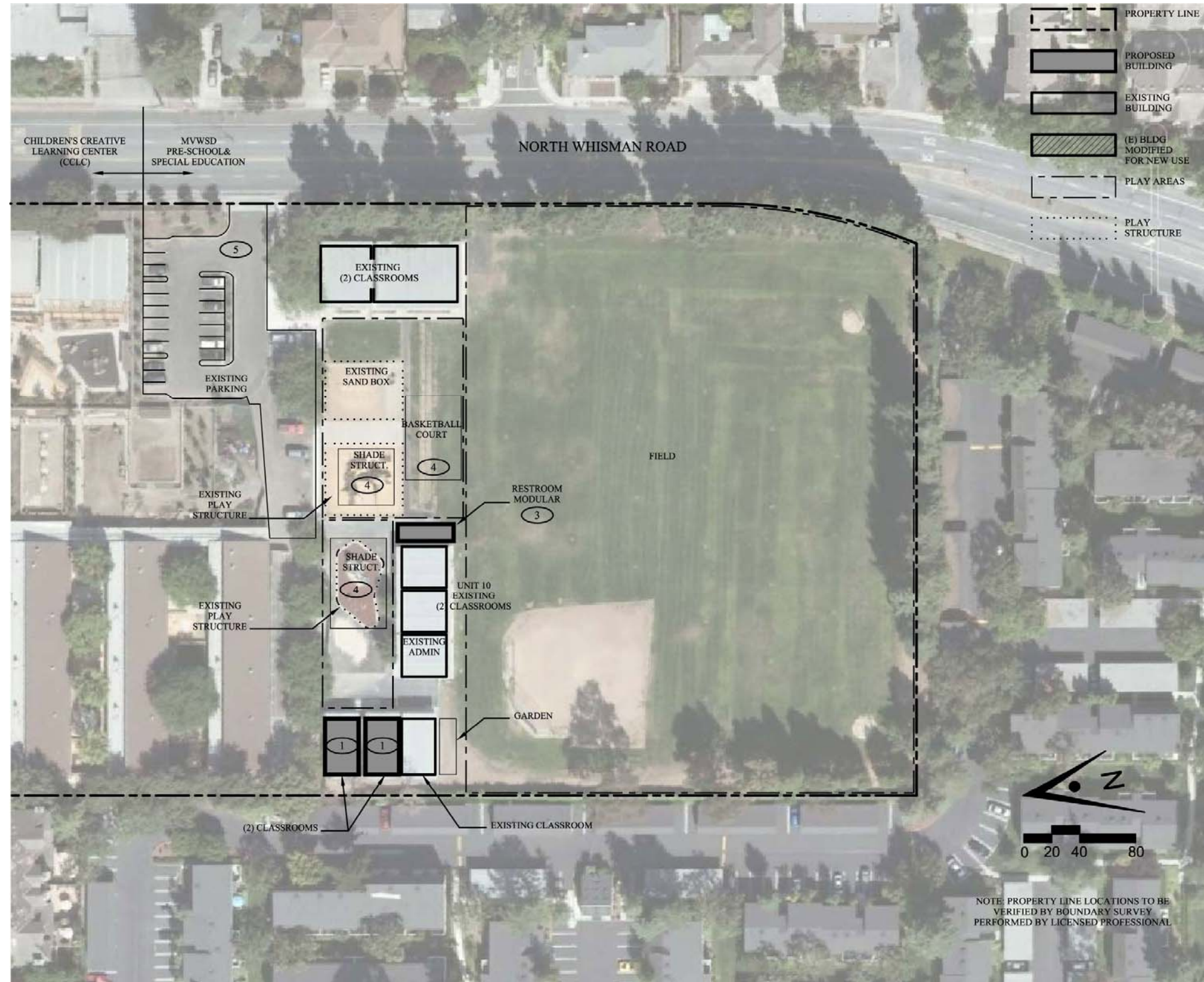


Slater Elementary School

- 1 **Classrooms**
-Replacement of modular classrooms
- 2 **Not Applicable**
- 3 **Support Facilities**
-Addition of a modular restroom facility
- 4 **Play Areas**
-Reconfiguration and re-surfacing of hard-court play areas
-Shade Structure over existing play structures
- 5 **Bus Loading, Pick-up/Drop-off, and Parking**
-Resurfacing of exiting parking lot and parent drop-off



Existing Site Plan



Proposed Scenario

NOTE: PROPERTY LINE LOCATIONS TO BE VERIFIED BY BOUNDARY SURVEY PERFORMED BY LICENSED PROFESSIONAL





Stevenson Elementary School/ District Office

750 San Pierre Way, Mountain View, CA 94043

Principal: Stephen Gilbert

Introduction

Stevenson Elementary, Theuerkauf Elementary, and the District Office are all situated on the same property, located in the north central area of the City of Mountain View. This section will address Stevenson and the District Office only.

Stevenson Elementary School is home to the Parent, Child, Teacher (PACT) Program, a public K-5 school that offers progressive education and a developmental curriculum through innovative teaching methods and a strong collaboration between teachers and parents. The PACT program moved to the Stevenson campus in the Fall of 2009, and prior to that, the campus was leased by the YMCA of the East Bay's Child Development Center.

The overall parcel is 16.96 acres. The buildings were originally constructed in 1964, with the District office modernized in 1986, and modular buildings added in 2004 and 2009. The PACT program facilities on this campus

include modular administration and classroom buildings as well as a site-built classroom/MUR. The District Office facilities include two site-built buildings and four modular buildings.

Main Issues

Stevenson PACT program

The existing site-built building is over forty years old with potential seismic deficiencies identified. Furthermore, the classroom spaces, and MUR in this building are not of adequate size for their intended functions. The kindergarten classrooms are also undersized. This campus does not have a space dedicated for student dining and assemblies. The library is housed in a modular building away from the core of the campus, within the District Office facility.

There is considerable congestion at the start and end of each school day, which creates a serious safety problem due to

conflicts between vehicles and pedestrians. Furthermore, the parking lot does not have sufficient lighting for pedestrian safety. The existing fire alarm system of the site-built building does not comply with current code and is not tied-in with the modular buildings.

District Office

The existing site-built boardroom and office buildings are over forty years old with potential seismic deficiencies identified. The modernization was performed over 20 years ago; thus the buildings are in need of renovation. Furthermore, there is a great shortage of office, storage and meeting space.

The existing administrative parking lot is not of adequate size for the current staff population. Additionally a number of staff, parents, and visitors utilize the Stevenson parking lot.



For a complete assessment of the facilities refer to the Conditions & Needs Analysis report available on the District's website at www.mvwsd.org/SFIP.

Proposed Scenario

Two scenarios have been proposed for this campus, the following is a brief description of each layout:

Proposed Scenario 1- Shared Site with District Office

The kindergarten classrooms will be replaced to provide adequate space including internal restrooms for the program. Where appropriate, modular buildings will be replaced with two story site-built buildings to ensure student health and well-being, allow for more program space and maximize field and play areas on campus. The existing administrative building will be reconfigured to create a library. The site built MUR/classroom building will be replaced to assure structural safety and accommodate students during assemblies and dining. District Office administrative services will be housed under one roof providing adequate office, meeting, collaborative, and confidential spaces. The building itself would be located in the front of the campus to provide greater access to the community.

Proposed Scenario 2- Maximizing Flexibility

While two small schools are proposed in this scenario, the District Office will utilize one of the campuses until the second school is established. The District Office will eventually be relocated to another location. Also, depending upon growth in enrollment, this scenario could also accommodate a single expanded program. Adequate size kindergarten classrooms will be provided for both school programs. Existing modular and site-built buildings will be replaced with two-story site-built buildings to ensure student health and well-being, allow for more program space and maximize field and play areas on both campuses. The site-built MUR/classroom building will be replaced to assure structural safety and accommodate students during assemblies and dining. The modular library will be replaced

with a site-built building. The MUR and library buildings will be located in the center to serve both schools.

New designated parking, bus loading (including bus shelter), and parent pick-up/drop-off areas will be provided to allow students to enter and exit school grounds safely. Concrete walkways and hard-court play areas will be resurfaced to avoid any trip hazards and protect from further deterioration. Covered walkways will be repaired and re-roofed where necessary. Kindergarten play clusters are planned to allow for better supervision and safer outdoor environments. Designated age-appropriate play structures are provided for safety and accessibility purposes. Additional exterior lighting fixtures are planned to improve campus safety. New landscaping elements will be provided to better identify school and District Office entry and provide a pleasant environment for students and parents. Furthermore walking trails along the perimeter of the fields will be developed to enhance student and community use of the fields.

The existing fire alarm system will be replaced with a district-wide, network-based, addressable system with adequate notification devices throughout the campus. The electrical and mechanical systems will be upgraded with high-energy efficiency equipment and connected to the EMS, to reduce energy consumption, operating costs, and provide comfort in the teaching and learning environment. The security system will be replaced with a district-wide system. Where appropriately indicated, such systems will utilize alternative, green sources of energy, including solar power. A network-based video safety system will be implemented to monitor the outdoor areas of the campus. The existing technology infrastructure will be upgraded to support emerging technology trends and to enhance student achievement and engagement.

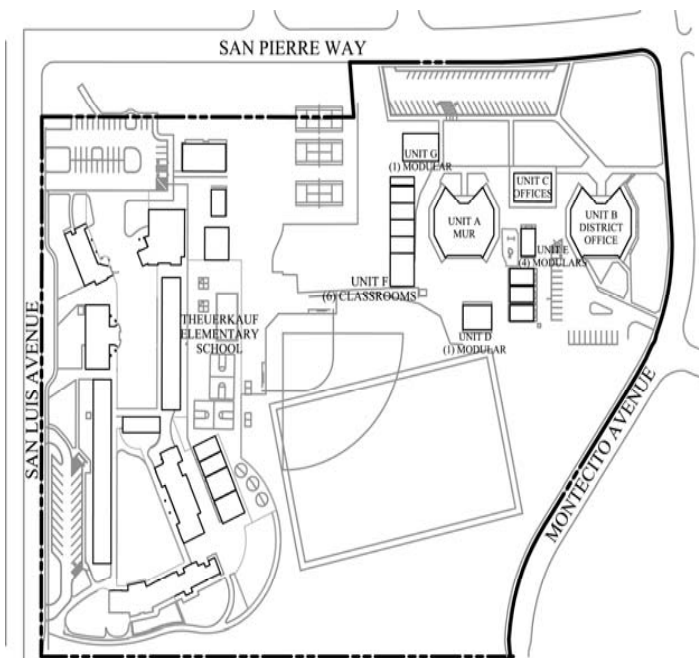
The sanitary sewer, storm drain and water lines will be evaluated and replaced, if necessary. The plumbing equipment and fixtures will be replaced with those that reduce water consumption.

The following site diagrams are conceptual illustrations of possible scenarios reflecting general, relative sizes and shapes of the proposed improvements and are subject to change. A detailed design and implementation plan will be developed based on funding availability and community input on projects.

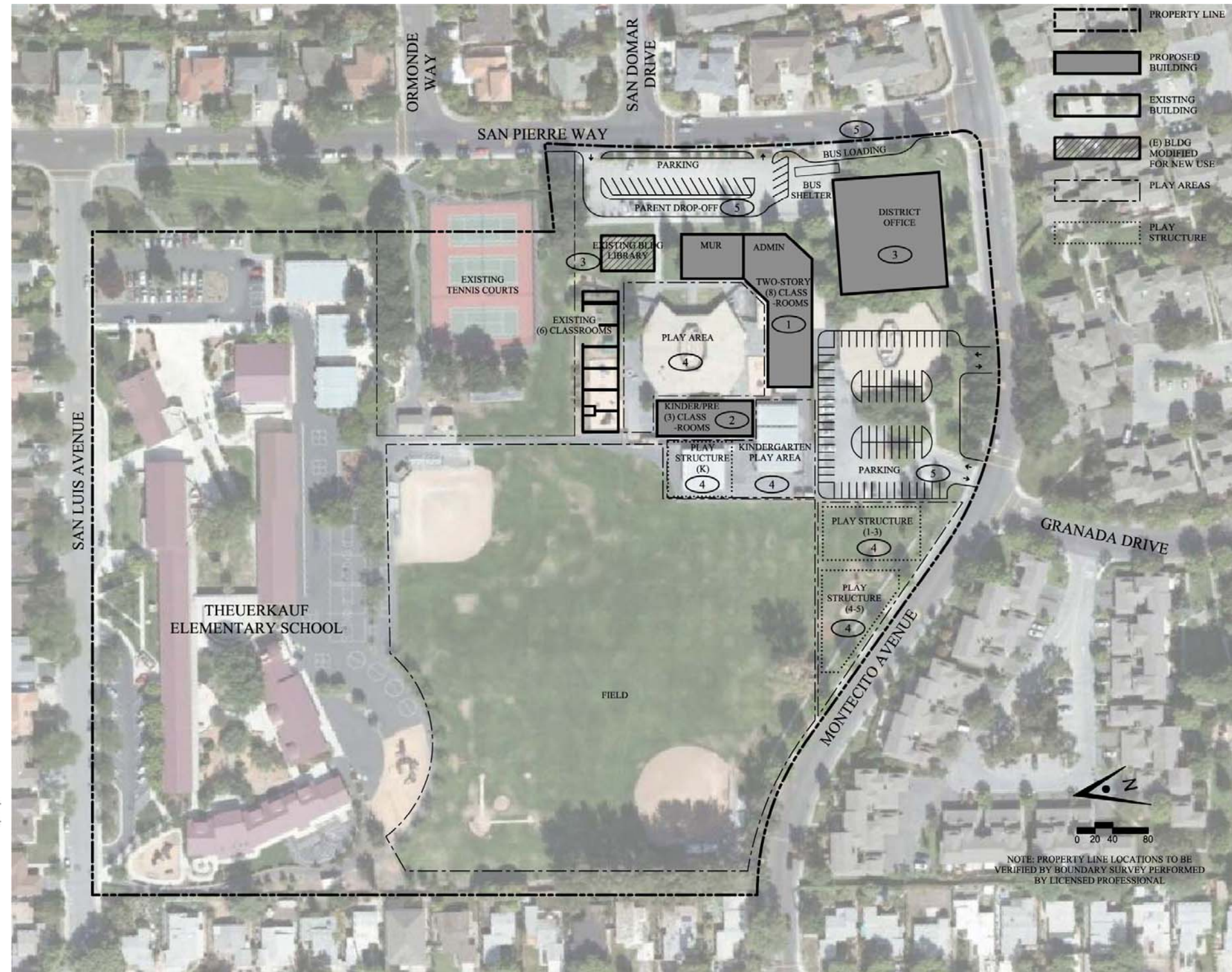


Stevenson Elementary School – Scenario 1

- 1 Classrooms**
-Construction of a two-story building including administrative offices, MUR, and classrooms
- 2 Kindergarten Cluster**
-Replacement of the kindergarten classrooms forming a kindergarten cluster near Montecito parking lot
- 3 Support Facilities**
-Replacement of the District Office on the corner of San Pierre Way and Montecito Ave.
-Modernization of the existing modular administration building to create a library
- 4 Play Areas**
-Designated age-appropriate play structures
-Reconfiguration and re-surfacing of hard-court play areas
- 5 Bus Loading, Pick-up/Drop-off, and Parking**
-Creation of separate bus loading, parent drop-off, and parking lot along San Pierre Way entry
-Expansion of existing staff parking lot at Montecito Ave.
-Addition of a bus shelter



Existing Site Plan

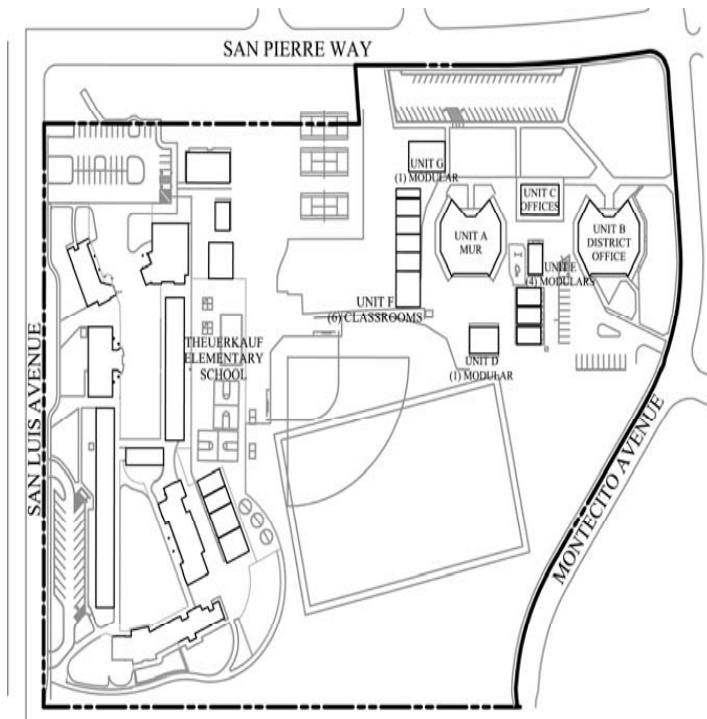


Proposed Scenario 1-Shared site with District Office

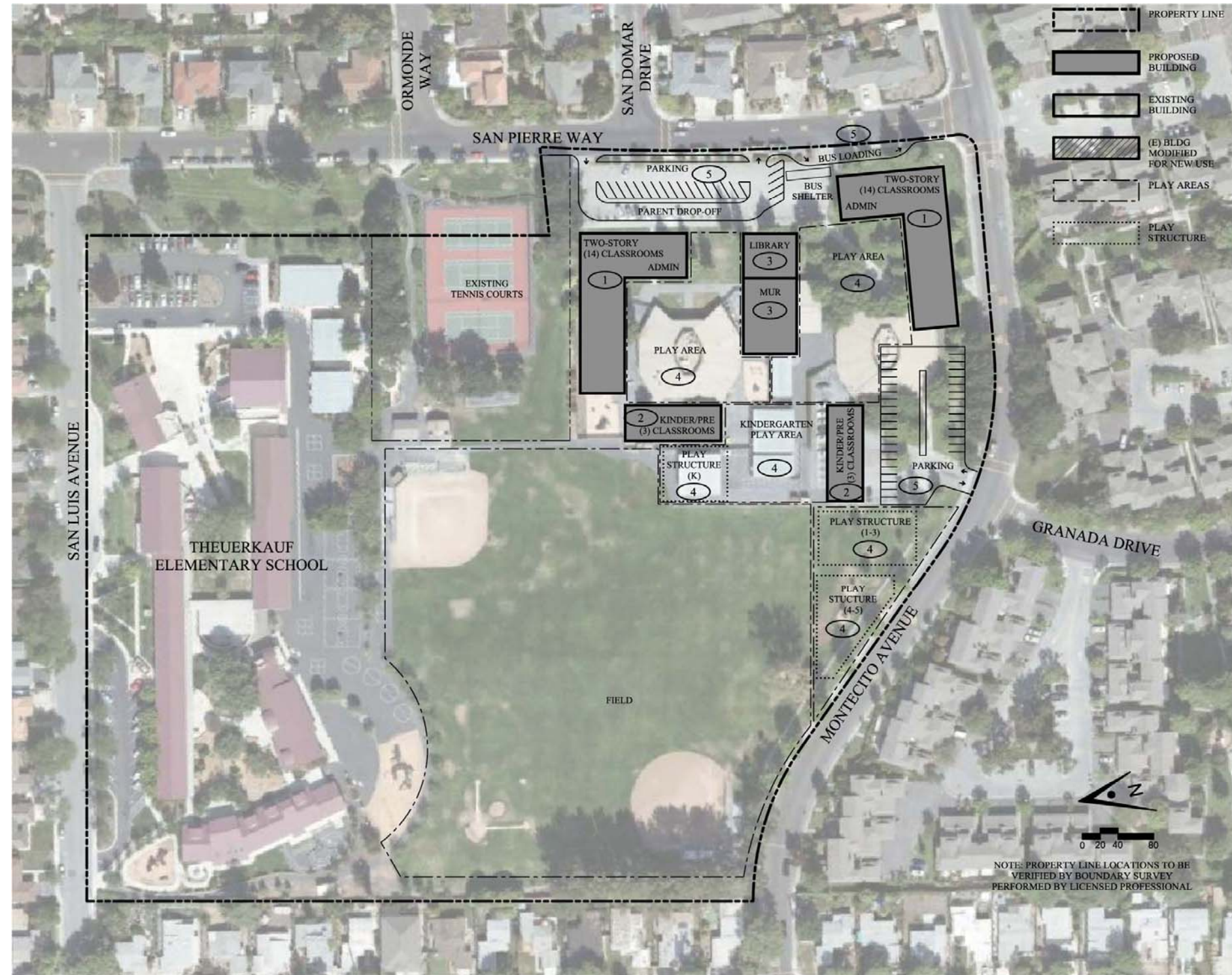


Stevenson Elementary School –Scenario 2

- 1 Classrooms**
-Replacement of existing buildings with two-story classroom buildings including administrative offices and classrooms to form two small schools
- 2 Kindergarten Cluster**
-Replacement and relocation of the kindergarten classrooms forming a kindergarten cluster near Montecito parking
- 3 Support Facilities**
-Replacement of the MUR and library/media center to a centralized location serving both schools
- 4 Play Areas**
-Designated age-appropriate play structures
-Reconfiguration and re-surfacing of hard-court play areas
- 5 Bus Loading, Pick-up/Drop-off, and Parking**
-Creation of separate bus loading, parent drop-off, and parking lot along San Pierre Way entry.
-Expansion of the existing parking lot at Montecito Ave.
-Addition of a bus Shelter

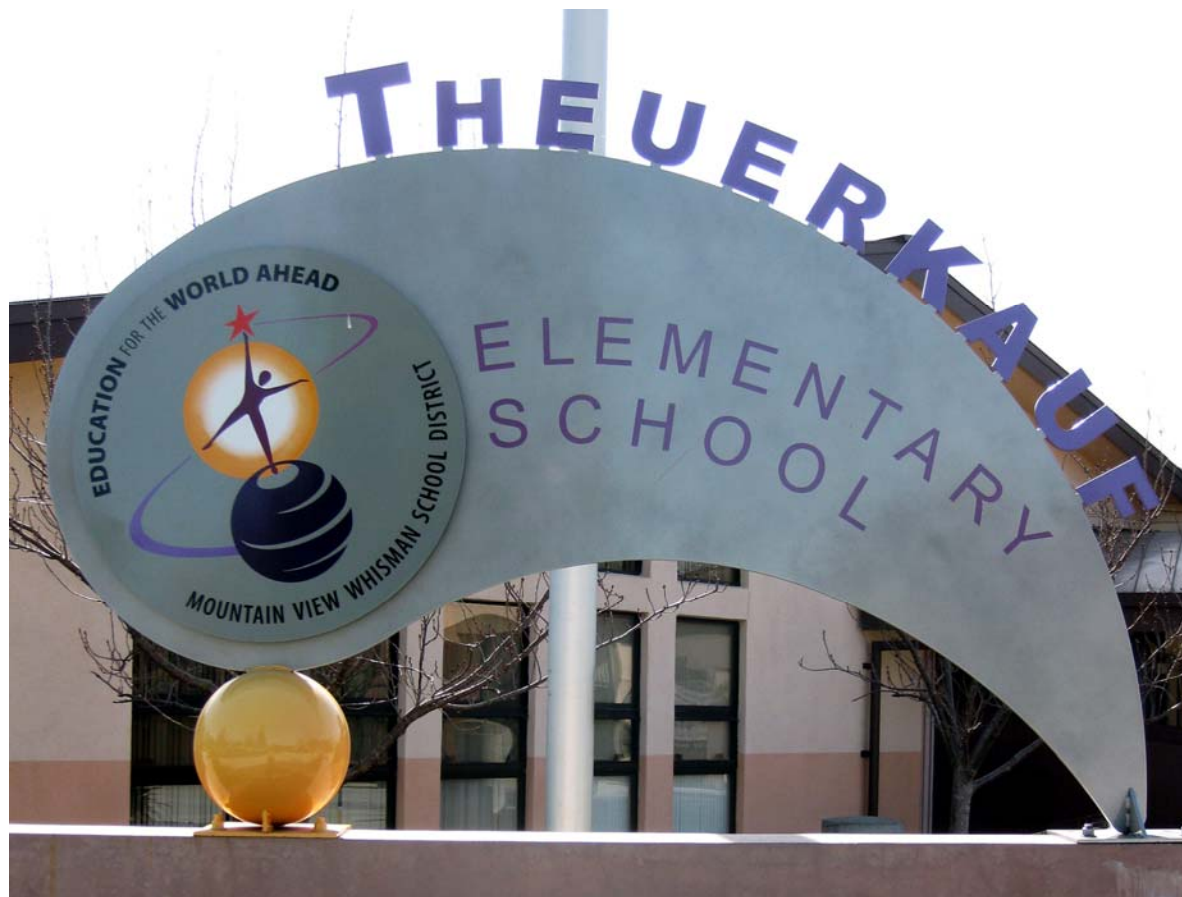


Existing Site Plan



Proposed Scenario 2- Maximum Flexibility





Theuerkauf Elementary School

1625 San Luis Avenue, Mountain View, CA 94043

Principal: Connie Sawdey

Introduction

Theuerkauf Elementary serves the northern area of Mountain View. The school was originally constructed in 1952. Since the original construction, a number of modernization and addition projects have taken place starting in 1956 and continuing through 2008. One of the major projects included renovation of the site and existing buildings as well as the addition of classroom units D and E in 1998.

As mentioned, Theuerkauf Elementary School, Stevenson Elementary, and the District Office are all located on the same property; the overall parcel is 16.96 acres. The facilities comprising Theuerkauf are mainly site-built along with a few modular buildings.

The buildings are spread out forming two courtyards and consist of five classroom wings, an Administration building,

MUR, Staff Lounge/Work room, a library, and three daycare buildings, which are leased to private school programs.

Theuerkauf Elementary maintained a school-wide average class size of 21.1 and a student-to-teacher ratio of 19.6:1 for the 2008-09 school year. Average class sizes differ by grade level taught, and may be impacted by variations in State funding.

Main Issues

While most site-built buildings were modernized in 1998, the modernization did not address several areas such as growth in enrollment and program changes; also the majority of the facilities are over fifty years old and in need of renovation.

Some of the existing buildings are not of adequate size for the intended functions; the MUR is undersized for the current campus capacity, and some classrooms including

kindergarten classrooms do not meet current CDE area recommendations.

The parking lot is undersized for the size of the campus. There is considerable congestion at the start and end of each school day, which creates a serious safety problem due to conflicts between vehicles and pedestrians.

Potential seismic deficiencies were identified in the staff room and some of the classroom buildings. While none of the deficiencies detected were of a serious enough nature to warrant immediate action, they need to be addressed as part of the plan. The existing fire alarm system does not comply with current code.

For a complete assessment of the facilities refer to the Conditions & Needs Analysis report available on the District's website at www.mvwsd.org/SFIP.



Proposed Scenario

The existing kindergarten classrooms will be reconfigured and expanded to allow for larger classroom area as well as pre-school programs. The existing classroom building will be expanded to replace modular buildings and allow for more program space. The existing staff building will be reconfigured to create flexible classrooms for various programs. The remaining buildings will be renovated to provide better teaching environments and ensure maintenance and longevity. The MUR will be enlarged to better accommodate students during assemblies and dining. The existing administrative building will be expanded to accommodate the necessary support spaces.

The existing parking lot will be reconfigured to create a designated parent pick-up/drop-off area and allow students to enter and exit school grounds safely; furthermore, a bus shelter will be provided at the existing bus loading area. Concrete walkways and hard-court play areas will be resurfaced to avoid any trip hazards and protect from further deterioration. Covered walkways will be repaired and re-roofed where necessary. Kindergarten play clusters are planned to allow for better supervision and safer outdoor environments. Designated age-appropriate play structures are provided for safety and accessibility purposes. A shade structure adjacent to the MUR will be provided to accommodate assemblies and outdoor activities. Furthermore walking trails along the perimeter of the fields will be developed to enhance student and community use of the fields.

The existing fire alarm system will be replaced with a district-wide, network-based, addressable system with adequate notification devices throughout the campus. The electrical and mechanical systems will be upgraded with high-energy efficiency equipment and connected to the EMS, to reduce energy consumption, operating costs, and provide comfort in the teaching and learning environment. Where appropriately indicated, such systems will utilize alternative,

green sources of energy, including solar power. The security system will be replaced with a district-wide system. A network-based video safety system will be implemented to monitor the outdoor areas of the campus. The existing technology infrastructure will be upgraded to support emerging technology trends and to enhance student achievement and engagement.

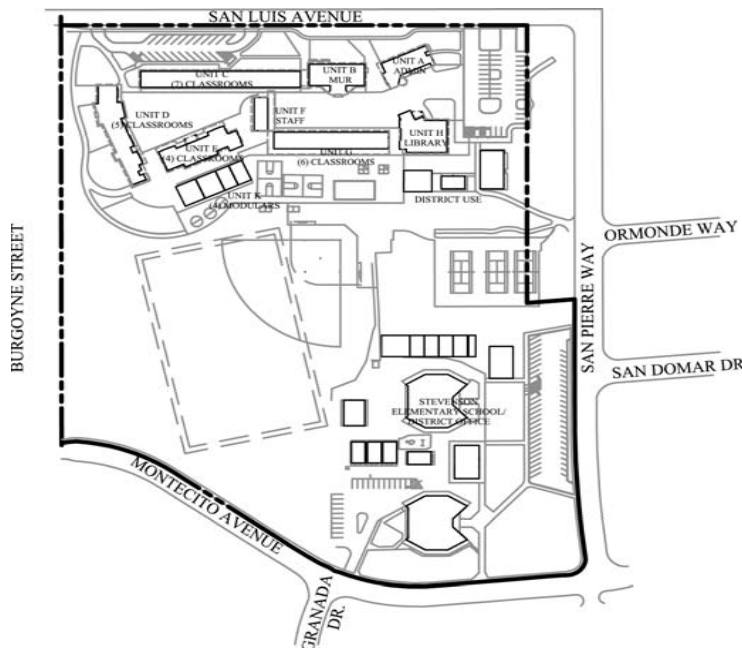
The sanitary sewer, storm drain and water lines will be evaluated and replaced, if necessary. The plumbing equipment and fixtures will be replaced with those that reduce water consumption. Further studies will be conducted to confirm the identified seismic deficiencies and, to the extent necessary, implement retrofit measures to upgrade structural elements and improve structural safety.

The following site diagram is a conceptual illustration of possible scenarios reflecting general, relative sizes and shapes of the proposed improvements and is subject to change. A detailed design and implementation plan will be developed based on funding availability and community input on projects.

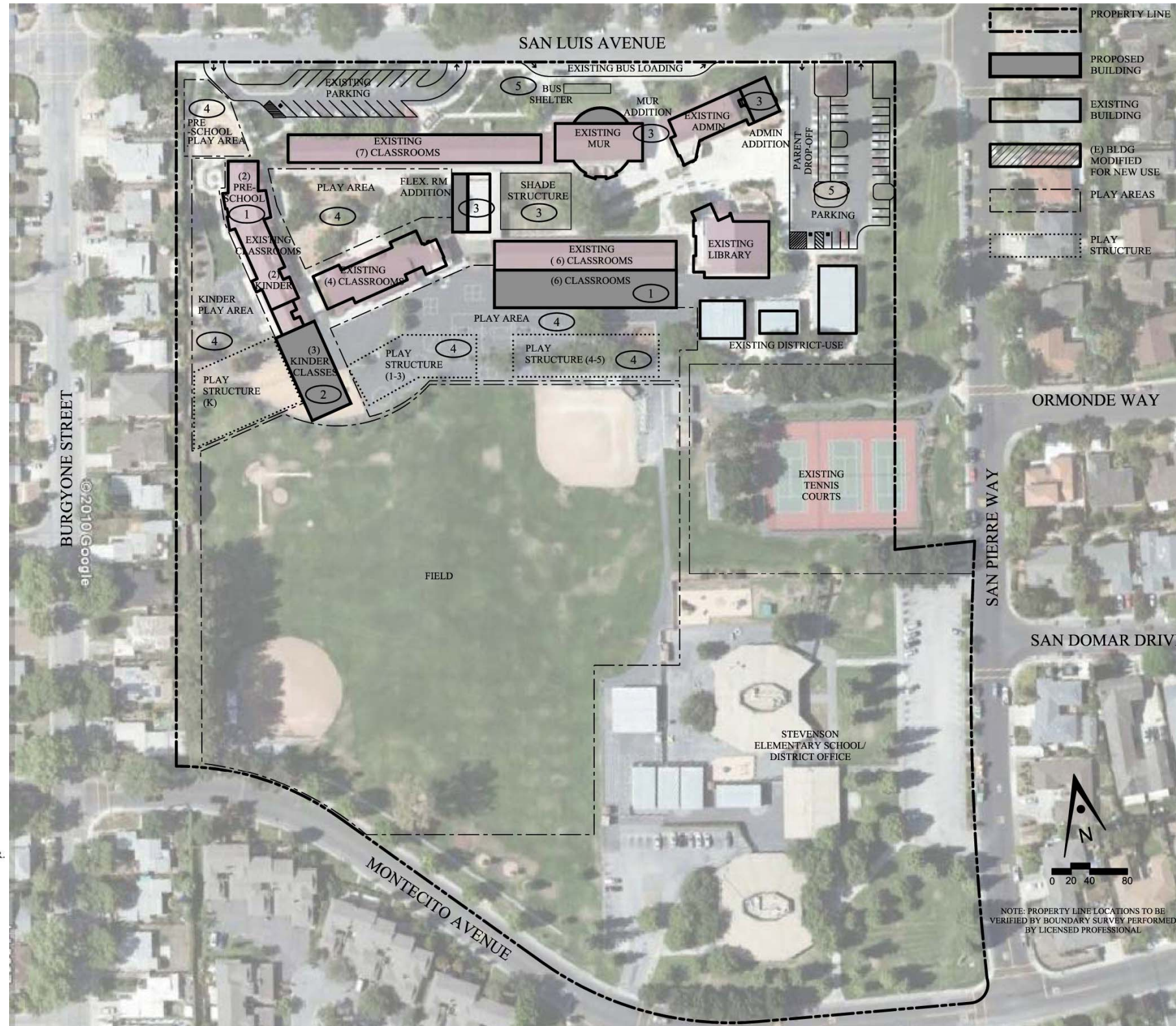


Theuerkauf Elementary School

- 1 Classrooms**
 -Addition of classrooms to an existing classroom building located in the middle of the campus
 -Modernization of the existing kindergarten building to create a pre-school cluster
- 2 Kindergarten Cluster**
 -Addition and modernization of the existing kindergarten building to form a kindergarten cluster
- 3 Support Facilities**
 -Expansion of the existing MUR
 -Addition of a shade structure near the MUR
 -Addition to and modernization of the existing staff building to create flexible classrooms
 -Expansion of the existing administrative offices
- 4 Play Areas**
 -Designated age-appropriate play structures
 -Reconfiguration and re-surfacing of existing court yard to create hard-court play area
 -Reconfiguration and re-surfacing of existing hard-court play areas
- 5 Bus Loading, Pick-up/Drop-off, and Parking**
 -Reconfiguration of parking at San Pierre Way to create a separate parent drop-off
 -Addition of a bus shelter



Existing Site Plan



Proposed Scenario





Crittenden Middle School

1701 Rock Street, Mountain View, CA 94043

Principal: Karen Robinson

Introduction

Crittenden Middle School is located in the northeast portion of Mountain View and serves students in grades 6-8. Crittenden offers academic and extracurricular activities which are an integral part of the educational program. Additionally, the school offers an excellent music program and students are encouraged to participate. The campus was originally constructed in 1948. Since the original construction, a number of modernization and addition projects have taken place starting in the early 1950s and continuing through 2007.

The site is 20.94 acres and consists of three parcels, with the Permanente Creek running on the Western side of the property. The net usable space for the middle school is about 17.24 acres, due to the District's corporation yard and the easement required by Santa Clara Valley Water District for the creek. The easement area of the creek is currently fenced

off from the rest of the campus and is not being used in any capacity.

The buildings on this site are mostly site-built and include classrooms, a library, an MUR with District kitchen, a music building, an administration and staff building, locker building, and gymnasium. There is one modular building which houses Beyond the Bell (BTB), one of MVWSD's extended care programs. The corporation yard consists of two site-built warehouses and a modular building housing transportation offices.

Crittenden maintained a school-wide average class size of 26.5 and a student-to-teacher ratio of 20.2:1 for the 2008-09 school year. Average class sizes vary by grade level taught, and may be impacted by variations in State funding.

Main Issues

While most buildings were modernized in 1998, the modernization did not address several areas such as growth in enrollment and program changes; also, the majority of the facilities are over fifty years old and in need of renovation.

The MUR building is undersized for the intended functions. The campus does not have sufficient restrooms to meet current campus capacity. There are many accessibility non-conformities throughout the site; stage lift, drinking fountains, and restrooms do not comply with current accessibility code requirements. Additionally, the gymnasium does not have accessible seating. The existing two-story building is under-utilized due to acoustical deficiencies of the second floor. The existing modular building was built in 1995 and is prone to deterioration; additionally, it consists of a ramp which does not comply with current accessibility code requirements. While this school offers rich music and performing art programs, it



lacks adequate performing space. Furthermore, the district's maintenance and operation facilities have not been consolidated since the merger and are currently housed at both Crittenden and Graham Middle Schools.

Potential seismic deficiencies were identified in some of the classroom buildings. While none of the deficiencies detected were of a serious enough nature to warrant immediate action, they need to be addressed as part of the plan. The existing fire alarm system does not comply with current code.

For a complete assessment of the facilities refer to the Conditions & Needs Analysis report available on the District's website at www.mvwsd.org/SFIP.

Proposed Scenario

The existing MUR will be upgraded and reconfigured by eliminating the internal classroom to accommodate students during assemblies and dining. The library/computer building will be replaced and relocated with a two-story site-built library/classroom building to allow for more program space, improve campus supervision, and maximize outdoor play areas. The band/vocal classrooms will be reconfigured to create space for the extended care program, ensuring student health and well-being by eliminating the modular building. Locker rooms will be relocated adjacent to the gymnasium to reflect current needs. The remaining buildings will be renovated to provide better teaching environments, and ensure maintenance, longevity, and accessibility compliance. Restrooms and drinking fountains throughout the campus will be upgraded to meet accessibility code requirements. Additionally The plumbing equipment and fixtures will be replaced with those that reduce water consumption. An auditorium building comprised of music classrooms is proposed to be utilized as performance space by the school as well as the community during assemblies and special events. The maintenance and operations warehouses will be centralized at Graham Middle School, while the transportation offices will be relocated to Crittenden Middle School.

The existing eastern parking will be expanded to accommodate the auditorium, maintenance and operations warehouses as well as the school. Parking lots, concrete walkways and hard-court play areas will be resurfaced to avoid any trip hazards and protect from further deterioration. Covered walkways will be repaired and re-roofed where necessary. A shade structure adjacent to the MUR will be provided to accommodate outdoor assemblies and activities. New landscaping elements will be provided to better identify school entry and provide a pleasant environment for students. A running track will be provided to improve the existing athletic fields.

The existing fire alarm system will be replaced with a district-wide, network-based, addressable system with adequate notification devices throughout the campus. The electrical and mechanical systems will be upgraded with high-energy efficiency equipment and connected to the EMS, to reduce energy consumption, operating costs, and provide comfort in the teaching and learning environment. Where appropriately indicated, such systems will utilize alternative, green sources of energy, including solar power. The security system will be replaced with a district-wide system. A network-based video safety system will be implemented to monitor the outdoor areas of the campus. The existing technology infrastructure will be upgraded to support emerging technology trends and to enhance student achievement and engagement.

The sanitary sewer, storm drain and water lines will be evaluated and replaced, if necessary. Further studies will be conducted to confirm the identified seismic deficiencies and, to the extent necessary, implement retrofit measures to upgrade structural elements and improve structural safety. Additionally District kitchen food service equipment will be evaluated and replaced if necessary.

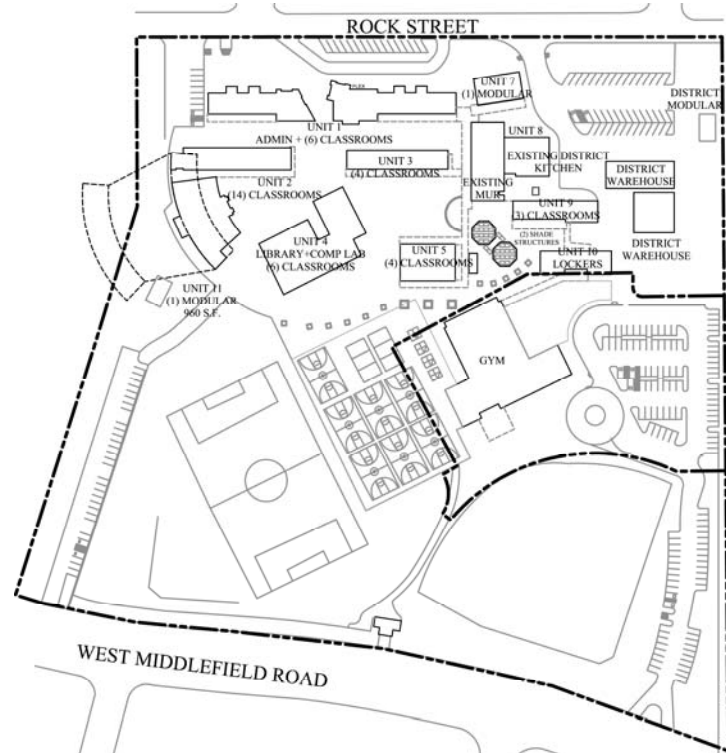
The following site diagram is a conceptual illustration of possible scenarios reflecting general, relative sizes and shapes of the proposed improvements and is subject to

change. A detailed design and implementation plan will be developed based on funding availability and community input on projects.



Crittenden Middle School

- 1 Classrooms**
 - Construction of a two-story classroom building
 - Addition of music classrooms adjacent to the auditorium
 - Reconfiguration of existing classrooms to provide for extended care programs
- 2 Not Used**
- 3 Support Facilities**
 - Replacement of the library/media center
 - Replacement of the locker rooms
 - Addition of an Auditorium building
 - Replacement of the maintenance and operations warehouses
 - Addition of a shade structure near the MUR
- 4 Play Areas**
 - Reconfiguration and re-surfacing of hard-court play areas
 - Creation of a running track
- 5 Bus loading, Pick-up/Drop-off, and Parking**
 - Reconfiguration of the existing parking lot to add spaces and support the use of the Auditorium for school and community events



Existing Site Plan



Proposed Scenario





Graham Middle School

1175 Castro Street, Mountain View, CA 94040

Principal: Gretchen Jacobs

Introduction

Graham Middle School is located on the southwest portion of the Mountain View Whisman School District and serves grades 6-8. All students pursue a comprehensive, academically-oriented core curriculum. Exploratory classes are offered in 6th and 7th grade and electives in 8th grade. The school offers an excellent music program for students; over 60% of the students participate in instrumental or vocal music.

The campus was originally constructed in 1957. Since the original construction, a number of modernization and addition projects have taken place starting in 1958 and continuing through 2000. The middle school site is 16.87 acres; in addition to which, due to a joint use agreement with the City of Mountain View, the gymnasium is located on adjacent City property of 2.89 acres. Buildings on this site are a combination of modular and site-built buildings which

include classrooms, Pre-schools, a library, an MUR, an administration building, a kitchen, cafeteria, and a gymnasium. One of the District's corporation yards comprised of a warehouse, shop building, and storage is also housed on this site.

Graham maintained a school-wide average class size of 25.9 and a student-to-teacher ratio of 21.7:1 for the 2008-09 school year. Average class sizes vary by grade level taught, and may be impacted by variations in State funding.

Main Issues

While most buildings were modernized in 2000, the modernization did not address several areas such as growth in enrollment and program changes; also the majority of the facilities are over fifty years old and in need of renovation. Furthermore, seven of the modular buildings were built prior to 1995 and are prone to substantial deterioration. Some of the existing buildings are not of adequate size for their

intended functions. The MUR building is undersized for the current capacity. The administrative spaces including the staff lounge are housed in multiple buildings; additionally the nurse's office does not contain a dedicated student restroom. There are many accessibility non-conformities throughout the site; casework, locker room showers, and restrooms do not comply with current accessibility code requirements; additionally, the gymnasium does not have accessible seating. Also while this school offers rich music and performing art programs, it lacks adequate performing space. Furthermore, the District's maintenance and operation facilities have not been consolidated since the merger and are currently housed at both Crittenden and Graham Middle Schools.

Potential seismic deficiencies were identified in the library and some of the classroom buildings. While none of the deficiencies detected were of a serious enough nature to warrant immediate action, they need to be addressed as part



of the plan. The existing fire alarm system does not comply with current code and the parking lot does not have sufficient lighting for pedestrian safety.

For a complete assessment of the facilities refer to the Conditions & Needs Analysis report available on the District's website at www.mvwsd.org/SFIP.

Proposed Scenario

The existing MUR will be reconfigured to create classrooms for extended care and music programs. The kitchen/staff lounge building will be remodeled to provide indoor dining space for students. The existing administrative building will be expanded to accommodate the necessary support spaces centralized under one roof.

Where appropriate, modular classrooms will be replaced with a two-story site-built building to ensure student health and well-being, allow for more program space, maximize outdoor play area, and improve campus supervision. Restrooms and drinking fountains throughout the campus will be upgraded to meet accessibility code requirements. Additionally, plumbing equipment and fixtures will be replaced with those that will reduce water consumption. The remaining buildings will be renovated to provide better teaching environments, and ensure maintenance, longevity, and accessibility compliance.

An auditorium building adjacent to the existing MUR is proposed to be utilized by the school as well as the community for assemblies and special events. The maintenance and operations warehouses will be relocated to Graham Middle School, whereas Crittenden will be utilized as the District's transportation yard including an office building as well as bus parking.

The existing northern parking lot will be reconfigured to accommodate the new auditorium. Where required, parking lots, concrete walkways and hard-court play areas will be resurfaced to avoid any trip hazards and protect from further deterioration. Covered walkways will be repaired and re-

roofed where necessary. Additionally, exterior lighting fixtures are planned to improve campus safety. New landscaping elements will be provided to better identify school entry and provide a pleasant environment for students.

The existing fire alarm system will be replaced with a district-wide, network-based, addressable system with adequate notification devices throughout the campus. The electrical and mechanical systems will be upgraded with high-energy efficiency equipment and connected to the EMS, to reduce energy consumption, operating costs, and provide comfort in the teaching and learning environment. Where appropriately indicated, such systems will utilize alternative, green sources of energy, including solar power. The security system will be replaced with a district-wide system. A network-based video safety system will be implemented to monitor the outdoor areas of the campus. The existing technology infrastructure will be upgraded to support emerging technology trends and to enhance student achievement and engagement.

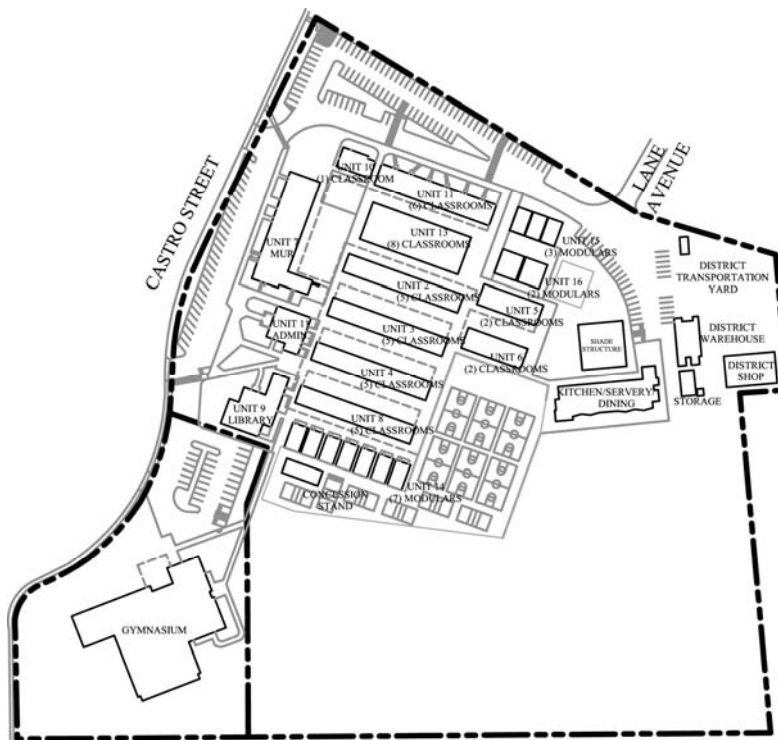
The sanitary sewer, storm drain and water lines will be evaluated and replaced, if necessary. Further studies will be conducted to confirm the identified seismic deficiencies, and to the extent necessary, implement retrofit measures to upgrade structural elements and improve structural safety.

The following site diagram is a conceptual illustration of possible scenarios reflecting general, relative sizes and shapes of the proposed improvements and is subject to change. A detailed design and implementation plan will be developed based on funding availability and community input on projects.

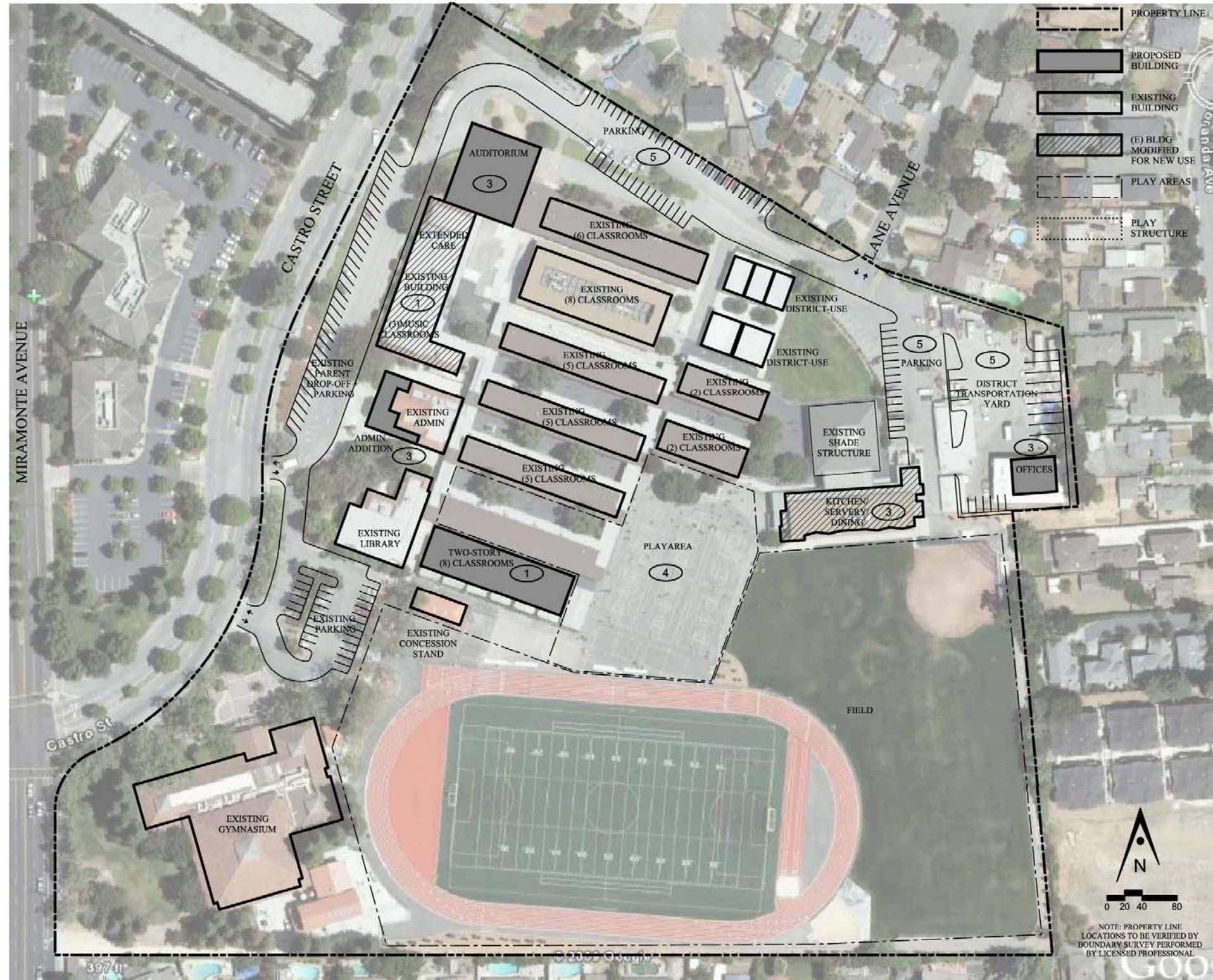


Graham Middle School

- 1 Classrooms**
-Replacement of modular classrooms with a two-story classroom building
-Modernization of the existing MUR to create extended care and music classrooms
- 2 Not Used**
- 3 Support Facilities**
-Modernization of the existing kitchen building to create kitchen/servery and indoor dining
-Replacement and relocation of the District transportation office
-Expansion of the existing administrative offices
-Addition of an Auditorium building adjacent to the existing MUR
- 4 Play Areas**
-Reconfiguration and re-surfacing of hard-court play areas
- 5 Bus Loading, Pick-up/Drop-off, and Parking**
-Modification of existing parking lot off of Lane Ave.
-Creation of bus parking at the District transportation yard



Existing Site Plan



Proposed Scenario





Chapter 11 – SFIP Funding

Chapter 11 – SFIP Funding

Financing Options

Funding for implementation of the SFIP will come from a variety of sources. To the extent available, the District will utilize developer fees, deferred maintenance funds, and other building and capital outlay funds as sources for SFIP projects. In addition, the District will consider, and, if appropriate, will pursue state and federal finance opportunities. Notwithstanding such options, however, the SFIPC anticipates that the primary source of funding will need to be the proceeds of general obligation bonds.

General obligation bonds are a common method of debt financing utilized by California school districts to finance capital projects. They provide a relatively low borrowing cost due to tax-exempt interest. Also, because principal and interest is paid from assessments on local properties, there is no impact on a district's general fund, which is the primary source of funding for instructional programs.

The issuance of general obligation bonds requires the approval of registered voters who live within a school district's boundaries. Prior to proceeding with a bond initiative, a district needs to consider a variety of issues, including the following: funding needs, assessed values and projected growth, bonding capacity, and community support. The SFIPC has not made a recommendation on when to place a bond initiative before Mountain View Whisman voters, but anticipates that such an initiative needs to be pursued in the early stages of the ten-year SFIP.





Chapter 12 – Next Steps

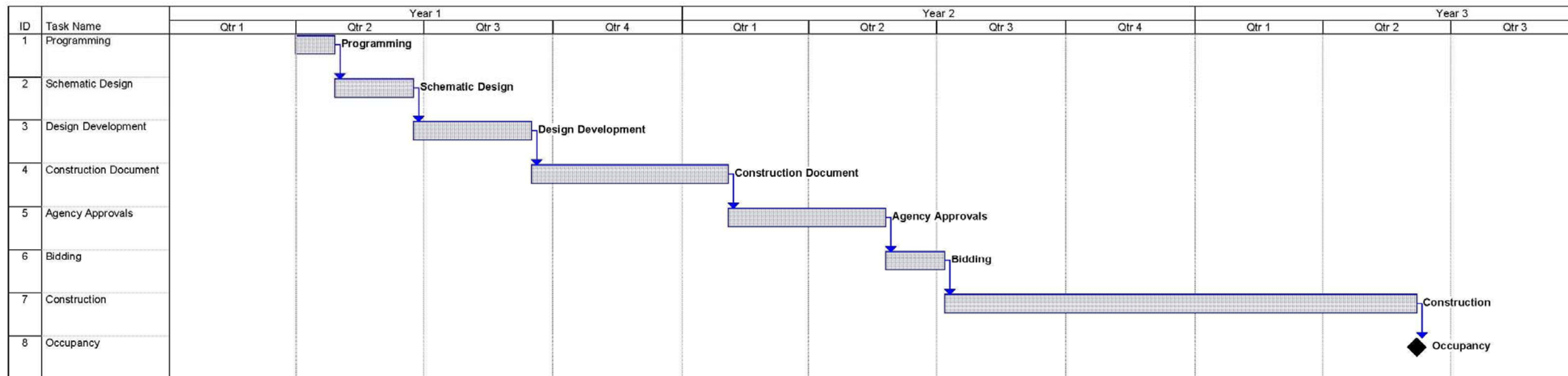


Chapter 12 – Next Steps

Sequence of Work

Approval of the SFIP provides the framework for implementation. However, the initiation and completion of the improvement plans will require a second phase of work to more explicitly prioritize projects, reach out to the community, and undertake detailed planning. Implementation and timeline are dependent upon many factors including community input on projects, funding availability, demographic changes, state and local requirements, and Board of Trustees approval throughout the process. A District-wide implementation plan outlining project lists will be developed following the completion of this report. Figure 12.1 indicates the general sequence of work for a *typical* school construction project. Individual activity and overall timelines will vary by school.

12. 2 | Typical School Construction Schedule



Evaluation Plan

The SFIP is not intended to be a static document, particularly in light of its ten-year planning time frame. The plan cannot predict, identify or resolve all the issues that may surface during the planning horizon. The SFIP must be monitored and amended when necessary to address the changing needs, demographics, economics, and programs that drive facility decisions. As planning and implementation proceed, recommendations to the Board of Trustees for incremental approval should include an analysis of how the project/phase conforms to the original plan.

Additionally, and at a minimum, the final report should be updated and approved by the Board of Trustees every five years. Annual progress reports should be provided to the Board of Trustees which should include the following:

1. Progress on plan implementation;
2. Updated time lines on plan/phase implementation;
3. Changes in demographics that affect outcomes in the plan; and,
4. Recommended revisions to project scope or implementation.

