



2023 Facilities Master Plan



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Woodside Elementary School District 2023 Facilities Master Plan

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ACKNOWLEDGMENTS

This document represents the product of a significant amount of time and effort by the parents, community and school site staff of the Woodside Elementary School District. Thank you for your dedication and commitment to the children of the District.

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Capital Program Management, Inc. (CPM)
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Executive Summary

Capital Program Management, Inc. (CPM) has prepared a detailed Master Plan for the District's facilities, aimed at assisting the Facilities and Maintenance Department in planning New Construction and Renovation improvements.

The master planning process was a coordinated effort between Facilities Master Plan Committee, parents, staff, and the WESD Board stakeholders. It was an inclusive process involving work sessions and presentations at key milestones to which the said mentioned above stakeholders were invited to participate.

The master plan identified primary themes for creating a safe & functional school campus. The partnership between our organizations seeks to reinforce the interdisciplinary, collaborative, and cohesive approach that is required to create and sustain genuinely safe, supportive school that meet the needs of the whole child.

The Master Plan covers a comprehensive range of building elements, systems, and components across the assessed facilities by using the Facilities Condition Assessment Tool (FCAT). It evaluates health, safety, and security aspects such as fire alarms, exterior lighting, and security systems. Building shell integrity, including roofs, windows, and exterior paint, is a key focus. The assessment extends to classroom and core facility interior finishes, building mechanical, electrical, and plumbing systems, educational technology, IT infrastructure, sustainability and energy efficiency measures, and athletic facility upgrades. Site improvements such as hardscape, playgrounds, and surface drainage are also assessed. Other facilities like the District Office, Maintenance and Operations Facility, and various rooms and areas within the schools are also evaluated.

Data collection for the Facilities Condition Assessment Tool (FCAT) involved reviewing project archives, conducting on-site assessments, discussions with District staff, and review of Master Plan Committee's meeting notes. The collected data was recorded into the database, allowing for multi-level reporting of facility needs. In addition, photographs were taken and geo-located on campus plans for reference.

Each component's condition was evaluated and assigned a remaining useful life value, indicating when replacement or repairs are recommended. The report provides a list of assessed items and their respective remaining useful life based on industry standards which then provides cost to each of those items.

In conclusion, the Master Plan and Facility Condition Assessment Report provides a comprehensive evaluation of the District's facilities, facilitating informed decision-making for short-term and long-term improvements. The report's findings and recommendations, along with the identified needs and budget estimates, will guide the District's Facilities and Maintenance Department in planning and implementing necessary facility improvements.

As you continue through this Master Plan, you will be presented with the New Construction & Renovation project including design guidelines recommendations to accomplish the schools goals.

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Facility Assessments

CPM was engaged to prepare a detailed and targeted Facility Condition Assessment Report of all the District's facilities. The report will assist the District's Facilities and Maintenance Department in planning both short-term and long-term facility improvements and determining useful remaining life of materials, products, and building systems. In addition, the data collected will be utilized in future Master Planning activities for a possible Bond Measure.

The facilities assessment includes the following building elements, systems and components:

Health, Safety, and Security:

- Fire Alarm/Life Safety
- Exterior Lighting
- Security System Monitoring
- Public Circulation and Security Fencing

Site Improvements:

- Hardscape, Hardcourts, Soccer Field, Parking Lots
- Site Fencing
- Surface Drainage (paving and seal coat/stripe)
- Drinking Fountains

Building Shell Integrity:

- Roof, Fascia, and Gutter/Downspouts
- Windows/Storefronts
- Water Intrusion
- Exterior Paint and Wall Finishes

Classroom and Core Facility Interior Finishes:

- Interior Painting
- Tackable Wall Surfaces and Marker Boards
- Ceilings
- Floor Coverings
- Doors, Frames, Hardware, (Interior)

- Window Coverings
- Water Intrusion

Building Mechanical, Electrical, and Plumbing (MEP):

- HVAC Integrity/Distribution
- Plumbing (water heaters)
- Electrical Lighting (LED fixtures)

Educational Technology:

- Classroom/Lab Technology (voice amplification, Wireless Access Points)
- Sound/Lighting Systems (Gym, Multi-Purpose)

IT Infrastructure and Low Voltage Systems:

- Communications (Intercom, Clocks/Bells, Speakers, Telephones)
- MPOE (minimum point of entry) is the closest point where the wires of a telecommunications provider (e.g., a cable company enter or pass through a property/building) Capabilities, MDF/IDF (intermediate distribution frame, or IDF closet, is a cable rack in a central office) locations, and Active Hardware Components
- Mechanical, Electrical & Custodial Rooms

Athletic Facility Upgrades:

- Basketball and Soccer Fields
- Walking Track

Other Facilities:

- District Office and Maintenance & Operations
- Gyms, and Multi-Purpose Rooms
- Kitchen and Food Serving Areas
- Libraries, Teacher Lounge/Workrooms, Custodial/Storage, and Administrative Areas

The FCAT uses unit price assumptions based on today's dollar value. The unit cost method of estimation is used for project design estimates and bid estimates. Each unit is based on several variables, in combination or on their own, such as materials, labor and overhead. If the scope of a project changes along the way, units can be added or removed.

In addition to the actual construction costs, projects incur a number of other costs that also need to be captured in the overall budget.

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Life Expectancy vs. Replacement

The Facilities Condition Assessment is a multi-functional comprehensive evaluation of a building's physical condition. The purpose of a FCA is to identify any existing or potential problems that could affect the building's performance or integrity and to provide recommendations for addressing those issues. Current needs may increase based on unforeseen items with existing infrastructure and maintenance vs life expectancy (i.e. HVAC units).

CPM reviewed project archives including record drawings, ADA surveys, roof inspection reports, site committee meeting notes, and other related documents.

Data for the Facilities Condition Assessment Tool (FCAT) was collected and verified on-site. Items assessed were classified, quantities were measured and recorded, conditions were evaluated, and installation date, if known, were all recorded into the database. Items within the database can be filtered by site, space, item type, and numerous other ways for multi-level reporting of facility needs.

In addition, photos of each room or building element were taken and geo-located on campus plans in PlanGrid for reference.

The following building components and systems were assessed during site visit:

- Athletics
- Ceiling
- Countertop
- Exterior Door
- Exterior Lighting
- Exterior Wall Finish
- Exterior Wall Material
- Fascia

- Fire Alarm System Upgrade
- Flooring
- Glazing
- Hardscape
- HVAC
- Intercom Clock and Bell System Package
- Interior Door
- Interior Lighting
- Landscape
- Pavement
- Playground
- Roof
- Site
- Site Fencing
- Soffit
- Specialty Item
- Walls
- Window Coverings
- Window System

Assessed conditions observed in the field are assigned the following values that calculate the remaining useful life of the assessed building component or system:

- 00 - Recommended Replacement Now
- 02 - Recommended Replacement in 2 years
- 05 - Recommended Replacement in 5 years
- 10 - Recommended Replacement in 10 years
- 20 - Recommended Replacement in 20 years
- NA - Not Assessed or No Improvement

Each item is also assigned a remaining useful life based on industry standards and anticipated replacement date based on date of installation or known warranty period. For example:

- AC Paving 5-years
- Acoustical Tile Ceilings 20-years
- Roofing 30-years
- Cabinetry/Countertops 50-years
- Carpet 25-years
- Doors/Frames/Hardware 25-years
- Fire Alarm 25-years
- Hardscape 20-years
- HVAC 20-years
- LED Lighting 7-years
- BU Roofing 15 to 30 years
- Metal Roofing 30 to 50-years
- Paint 10-years
- VCT Flooring 20-years
- Window Coverings 15-years

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Cost Estimate

The Facility Condition Assessment Tool (FCAT) quantifies all items and uses unit prices based on today's dollar value for the various items assessed. These unit costs were determined by Stone Creek Estimating. They are a firm specializing in school construction costs that CPM has partnering with for over 10-years. The unit cost method of estimation is used for initial cost estimates for planning purposes. Once a project moves forward, then a detailed estimates are developed based on the design documents as they progress through the design process. Each unit cost is inclusive of materials and labor costs as well as the contractor's bond, insurance, overhead and profit.

The new construction cost estimate at this early conceptual stage is based square foot costs. The square foot cost used to calculate the total cost is based on similar project cost in the area. Once a project moves forward, then a detailed estimates are developed based on the design documents as they progress through the design process.

In addition to the actual construction costs also know as "hard costs", projects incur a number of other costs know as "soft costs" that also need to be captured in the overall project budget.

The project budget included in this report comprises the following items:

- **Construction Cost:** Also know as "hard costs" this represents the number anticipated at bid from the contractor. These estimated cost include labor and materials for the work and also overhead and profit, bonds, and insurance. Part of the overhead costs is referred to as "General Conditions". These costs include items that are necessary to support the construction such as equipment, scaffolding, temporary fencing, job site trailer.
- **5 to 10% Construction Contingency:** All construction projects have a potential for change orders or additional costs. It is prudent to anticipated these costs in the project budget. Typically these change orders stem from unforeseen conditions that may arise during the course of construction or items not included in the bid that are necessary to address to complete the project scope. Renovation projects are much more likely to encounter these unforeseen conditions and therefore we included a 10% contingency. Whereas with new construction there are a lot less opportunities for unforeseen conditions, but there are several other items that may arise during construction to give rise to the need of change orders. Therefore, a 5% contingency has been included.

- **32% Soft Cost Factor:** Projects include costs separate from the actual construction or "brick and mortar" costs. These "soft costs" cover all of the items necessary to plan and support the project. This percentage used is a "rule of thumb" based on school project costs. Following is a typical items included:
 - Design and engineering
 - Project management
 - Environmental studies
 - Surveys
 - Geotechnical report
 - Permitting and agency fees
 - Bidding costs
 - Construction management
 - Project inspection
 - Special inspection and material testing
- These costs for Woodside ESD under the last bond averaged at about 30%, but the separate projects varied. Also at Las Lomitas ESD current projects these costs averaged at 31%. However, the industry standard is prudent to use when developing the project budget.
- **4% Inflation Factor:** All of the estimates are based in today's dollars or the current cost of construction today. Projects typically take about a year to get through the design and permitting phase. The industry standard is the include "escalation" or inflationary adjustments to the mid-point of construction. The percentage used is based on recent changes in predications of construction costs.

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Estimate

(Construction costs are in today's dollars)

Repair & Replace (Renovation)	
Athletic & Playground Repairs and Replacement	\$3,470,000
Exterior Building Repairs and Replacement	\$7,895,000
Interior Building Repairs and Replacement	\$3,275,000
Technology Repairs and Replacement	\$1,860,000
Amphitheatre Repairs and Replacement	\$2,200,000
Renovation Construction	\$18,700,000
10% Contingency	\$1,870,000
32% Soft Cost	\$5,984,000 <i>On Construction Cost</i>
Sub-Total	\$26,554,000
8% inflation first year	\$2,124,320 <i>Compounding costs</i>
4% inflation second year	\$1,147,133 <i>Compounding costs</i>
4% inflation third year	\$1,193,018 <i>Compounding costs</i>
Inflation Sub-Total	\$4,464,471
Total Repair and Replace Estimate	\$31,018,471

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Estimate

(Construction costs are in today's dollars)

TK & K (Replace Building)

Construction Costs	8469 SF	
	1000 Per foot	
	\$8,469,000	
Demolition Costs	\$250,000	Existing Building Demo
Construction sub-total	\$8,719,000	
5% Contingency	\$435,950	
32% Soft Cost	\$2,790,080	<i>On Construction Cost</i>
Sub-Total	\$11,945,030	
8% inflation first year	\$955,602	<i>Compounding costs</i>
4% inflation second year	\$516,025	<i>Compounding costs</i>
Inflation Sub-Total	\$1,471,628	
Total Repair and Replace Estimate	\$13,416,658	

Creek Embankment Stabilization

Construction Costs	\$2,000,000	
10% Contingency	\$200,000	
32% Soft Cost	\$640,000	<i>On Construction Cost</i>
Sub-Total	\$2,840,000	
8% inflation first year	\$227,200	
Inflation Sub-Total	\$227,200	
Total Repair and Replace Estimate	\$3,067,200	

TOTAL MASTER PLAN \$47,502,329 or \$47.4M

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Upgrades & Renovations

Public school construction typically costs significantly more than – easily as much as 20% - 25% more than -- comparably sized commercial buildings. The reasons for this higher cost can generally be attributed to safety and the related legislative and regulatory requirements, maintenance, and equipment requirements as well as the higher numbers of occupants in the building.

Safety

The California Building Code requires school buildings be built to a higher level of structural and life safety than required for commercial construction. Since schools house a high ratio of children to adults on a daily basis, structural calculations must incorporate an “importance factor” of 1.15 -- as opposed to 1.0 for standard construction types - - for school buildings which have an occupancy of greater than 300 or are used for assembly purposes. This means all the load bearing and lateral force-resisting elements for the buildings must be fifteen percent (15%) stronger than those typically employed in standard construction. And so, as a result – are more expensive to construct than private facilities.

Public schools also play an important role in the nation’s Civil Defense plans, often serving as shelters and or/ supply stations after natural disasters. Therefore they must be constructed so as to remain standing even after standard construction types have collapsed. Schools must also be built with greater fire resistance and meet more stringent fire alarm requirements than comparably sized commercial buildings.

Related Legislative and Regulatory Requirements

During the design phase, the building code requirements are reviewed by California’s Division of the State Architect (DSA). DSA reviews not only the major elements of the building, but details down to the attachment of whiteboards and window frames. In addition, DSA requires the school district to hire a state approved “Inspector of Record” to provide daily inspection throughout the course of construction in an effort to ensure compliance with these codes. There are also a number of “special inspections” required by DSA that test products and materials to verify they meet the requirements specified by the design engineers. These practices generate a greater overhead for both the owner and the contractors on school projects that would not be included on a comparable commercial building.

Maintenance

Maintenance is an ongoing operating cost for school districts and must compete with the instructional needs of the district for limited operating budgets. Therefore, it is prudent to expend capital funds on building facilities that will require less maintenance and, consequently, fewer operating dollars over the life of the facility. This often means using more durable materials at greater initial cost..

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Prevailing Wage Requirements

Public school construction projects in California are subject to the state's prevailing-wage laws. This means Districts must pay proscribed minimum wages (equivalent to union wages and benefits) to the tradespeople who work on these projects and must, in addition, pay the state to monitor the construction companies who employ these workers to ensure they are receiving the correct wages. Contractors include the additional costs of tracking and submitting certified payroll in their project bids. And, generally speaking, the required prevailing wages are higher than those paid to workers on a privately-funded project thereby contributing to the seemingly high cost of public school construction.

More Occupants in the Building

A typical office building is designed for one occupant per one hundred square feet of building area. Classrooms are designed at one person for thirty-two square feet of area, with gyms and assembly areas reaching a density as great as one person for every seven square feet of building area. This greater occupant level requires more electrical power, lighting, data connectivity, and significantly more HVAC capacity than found in typical construction as well as greater wear and tear on the building in general.



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Eligibility for State Funding //

The District has elected State Funding eligibility for project based on the age of the building and is estimated on a specific range. This range is on a Split system and reflects potential funding eligibility. The next slide shows a breakdown of the split system and explain how the funding is potentially distributed. The District received this form from an eligibility consultant who is an expert in getting school grant money.

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ESTIMATED ELIGIBILITY FOR STATE SCHOOL FACILITY CONSTRUCTION GRANTS BY PROGRAM



Summary of Eligibility for State School Facility Modernization Program Funds ^[a]					Summary of Eligibility for CA Preschool, TK & K Facilities Program New Construction Grants ^[e]				
School Site	Grant Estimates Based on 2023 Pupil Grants ^[b,c,d]				Program Grant ^[f]	2023			
	Minimum		Maximum			Transitional Kindergarten [2 Classrooms]		Kindergarten [1 Classroom]	
	Total State Grant @ 60%	District Share @ 40%	Total State Grant @ 60%	District Share @ 40%		State Grant @ 75%	District Match @ 25%	State Grant @ 50% for NC & 60% for Retrofit	District Match @ 50% for NC & 40% for Retrofit
Woodside Elementary 2023	\$2,032,356	\$1,354,904	\$2,590,390	\$1,726,927	New Construction	\$1,639,804	\$546,601	\$546,601	\$546,601
Woodside Elementary 2025	\$1,649,114	\$1,099,409	\$2,243,934	\$1,495,956	Retrofit	\$525,881	\$175,294	\$210,353	\$140,235
TOTALS	\$3,681,470	\$2,454,313	\$4,834,324	\$3,222,882					

^[a] The estimates reflected presume the program rules do not change, whether in law or through policy changes adopted by the State Allocation Board and/or Office of Public School Construction.

^[b] The actual amount received from the state is dependent upon how much access compliance (ADA) and fire/life safety (FLS) work is/was required by DSA. The more ADA and FLS work required by DSA in the project, the more the state grant will be up to the maximum. To request a grant beyond the minimum amount, an ADA/FLS checklist with costs must be completed and submitted to DSA for sign-off. In addition, if there are permanent buildings over 50 years old and the utilities (water, sewer, gas, electric, and communications for TV and telephone) serving those buildings are being repaired or replaced, the District may qualify for additional funds.

^[c] The date noted, if any, signifies the date eligibility is generated based on the age of the facilities & prior receipt of state grants only as districts re-qualify for state grants 20 years from receipt of state funds on portables and 25 years for permanent facilities. If the enrollment at the site increases, there may be additional eligibility generated before this date.

^[d] The estimated grants noted are not inclusive of prior year eligibility estimates, but in addition to prior year estimates (not cumulative).

In addition, these estimates will likely increase every year as the state adjusts the grants based on a certain construction cost index.

^[e] The eligibility presumes the 3 kindergarten Classrooms #3 to 5 were NOT originally constructed as kindergarten classrooms.

^[f] The district's eligibility is for two (2) TK and one (1) Kinder classroom. The district can construct new and/or retrofit existing classrooms to be Title 5-compliant not to exceed the 2 TK and 1 K classroom eligibility. For example, the district could choose to retrofit 2 TK and construct 1 new kinder classroom in which case the state grant would be \$1.639m for TK and \$0.210m for Kinder.

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Master Plan Committee //

In 2023 CPM created a comprehensive Facilities Condition Assessment Tool that contained all of the required New Construction, safety items and maintenance items as well as any desired modernization items at Woodside School. In order to create this Master Plan, CPM did a complete survey of the entire campus and also had meetings with the M&O staff, Master Plan Committee, representative site users, and District staff.

In order to have up-to-date information before deciding whether or not to pursue a General Obligation Bond, WESD decided to perform a Master Plan Committee review/update of the 2023 report. The intent of the peer review was to analyze the outstanding list of projects to determine whether any items on the list needed to be modified – or perhaps even to be removed from the list -- and to update the budgets to reflect the current Bay Area construction market.

To complete this task, CPM and FA Architects participated in a series of meetings with the Facilities Master Plan Committee, parents, staff, and the WESD Board of Trustees to hear feedback on which, if any, priorities had changed, to learn about any new issues that might have arisen, and to discover which items on the list the District might have already completed. CPM then re-estimated the cost of the revised project list to determine the current construction costs.

After these meetings, CPM removed projects that had been completed or no longer needed to be considered from the list. Project priorities were updated based on current conditions and were placed into categories according to the type of project. The categories are: New Construction, Technology, Safety and Security Items, Maintenance Items, and Modernization Items.

The result of the Facilities Master Plan Committee Review was a refined project list and estimated project cost. This represents the New Transitional Kindergarten/Kindergarten Building project scope included in the Peer Review, please refer to the 2023 CPM Facilities Assessment and Master Plan.

Immediate Facilities Renovations include:

- Repair/Replace leaking roofs, outdated heating, cooling, and HVAC systems.
- Modernize classrooms for current educational standards.
- Install backup systems, including solar and batteries, to help power essential needs in an emergency
- Improve safety with security cameras and exterior lighting.
- Ensure playfields/courts/facilities are safe and open for community recreation use.

- Ensure that school facilities are equipped for use by the community as an emergency shelter and community gathering center in Woodside.
- Amphitheatre Upgrades
- Technology Upgrades
- Athletic Upgrades to Basketball Court, Soccer Fields

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Master Plan Programming Notes developed from Master Plan Facilities Committee Meetings

Following are the program requirements for the proposed new Transitional Kindergarten & Kindergarten Building and conversion of Classroom 15 into new Technology office:

I. General Site Requirements:

- New Building must be sited to be where the existing TK and Kindergarten buildings are located and existing shade structure at Preschool is to remain.
- Building to be single story and provide separate fenced play areas for TK and K is required per CDE requirements.
- New play structure for 2 to 6-year old students with inclusive design. It must have an inclusive design meeting the needs of sensory seekers (spinning, swinging, tactile, etc.) Old and new play structure to include shade structure.
- Preschool water feature will have to be modified so not to have water go into sand pit and add more sand. Option to modify sand pit so that it recycles the water and have a removal cover over the sand.

II. Building Exterior Requirements:

- Building to consist of 2 TK and 3 Kindergarten classrooms.
- Each classroom is to meet or exceed the CDE requirements of 1,350 square feet with unisex toilet room.
- Exterior of building to be similar in aesthetics to the existing buildings with steep pitched roofs and adjoining covered walkway. Building must have code required photovoltaic (PV) array (solar panels) and battery wall.
- The 2 TK classrooms are to be facing the existing Preschool classrooms. The 3 Kindergarten classrooms are to be facing the existing first grade classrooms. (Note that is will create and “L” shaped building.)
- There is to be a central staff room with adjoining unisex staff toilet room. Exterior storage room(s) is required for Bikes and Toys.
- Each classroom to have doors in front and back sides. All classrooms and staff room to have ample day lighting and natural ventilation. All classrooms and staff room to have operable double hung windows (up and down sliding function).
- Two High/low drinking fountains with bottle filler stations.

III. Interior Requirements:

- All classrooms to have a single user toilet room.
- All classrooms to have a sink with hot water and a drinking fountain. The light switches and thermostats are to be at adult height.
- Each classroom is to have sliding stackable partitions between rooms. Partitions to have high STC rating, integrated tackable wall. All exposed wall surfaces to have tackable wall surfaces.
- Flooring in TK rooms to be ½ carpet and ½ VCT (or linoleum) . Flooring in Kindergarten rooms to be 2/3 carpet and 1/3 VCT (or linoleum).
- Kindergarten classroom to have a fully functional residential type kitchen with full size refrigerator, cooktop with oven, exhaust hood, microwave, dishwasher, sink with garbage disposal, ample storage cabinets. TK room to have a “kitchenette” with same features as the Kindergarten full kitchen, just in less space. The central staff room is to work area ample supply storage and work height surfaces for paper cutter and copier/printer, etc. The central staff toilet room to have residential stacking type washer and dryer.
- Separate IT with HVAC, mechanical, and electrical closet(s) required.

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Master Plan Programming Notes developed from Master Plan Facilities Committee Meetings

IV. Interim Housing:

- Interim housing is not needed as we have 3 surplus classrooms in addition to other spaces that could accommodate classes to save significant costs of interim housing.

V. Technology Office Requirements (Conversion of Classroom 15):

- Existing classroom 15 is to be converted into a new Tech office with storage space.
- 2 private offices configured with sound transmission considerations to be included in new layout. A new server and rack are to be located in a separate room with independent AC unit. Existing classroom window wall to be removed and replaced with new high windows only. The existing door on window wall is to be replaced with new double doors.
- The existing single door is to be into the new tech office. New double doors in the tech space to be relocated to other side of window wall. The existing single-door is to remain where existing.
- A new pass-through window with roll-down door is to be provided in center of replaced window wall.

VI. Back-Up Power for Communications:

- District would like to have enough power to be able to operate the communications for a few days without power. This would be most cost effective to increase size of the UPS system (battery back-up on MDF and IDF's)
- It was agreed that there will be no new solar or additional battery back-up at Sellman included in this Master Plan. New building will only have enough power for that building.

VII. Additional Master Plan items:

- Modernization scope to include Special Ed classroom 9, needs additional storage space. Skylights in conference room are desired.
- Amphitheater upgrades. Committee to determine scope beyond providing code required ADA compliance for accessibility.
- Creek Embankment Stabilization; Stabilize and repair creek erosion due to winter rains/flooding.
- Athletic Items via e-mail from Kathy Jones; Replace Sellman portable basketball standards. Replace rims on exterior basketball courts. Repair walking track around perimeter.

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Projects

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LEGEND

■	NEW BUILDING
■	TECH ROOM AND COMPUTER LAB
■	MODERNIZATION SCOPE
■	EXISTING BUILDING

Woodside Elementary School
WOODSIDE SCHOOL DISTRICT

SITE PLAN
Finney Architects

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REPLACE TRANSITIONAL KINDERGARTEN & KINDERGARTEN BUILDING

Replacing Transitional Kindergarten & Kindergarten Building is required due to the following:

- Existing Kindergarten building doesn't meet current CDE requirements.
- The rooms do not meet the minimum 1350 square footage requirements.
- Existing building needs a lot of renovation modernization work.
- If we added onto the existing Kindergarten building, DSA would require us to bring the building up to current code.
- District doesn't want to lose valuable and limited play space

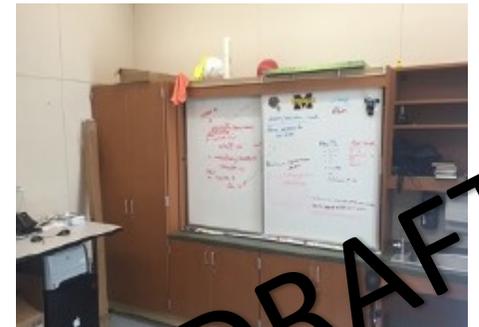
Learning Benefits of:

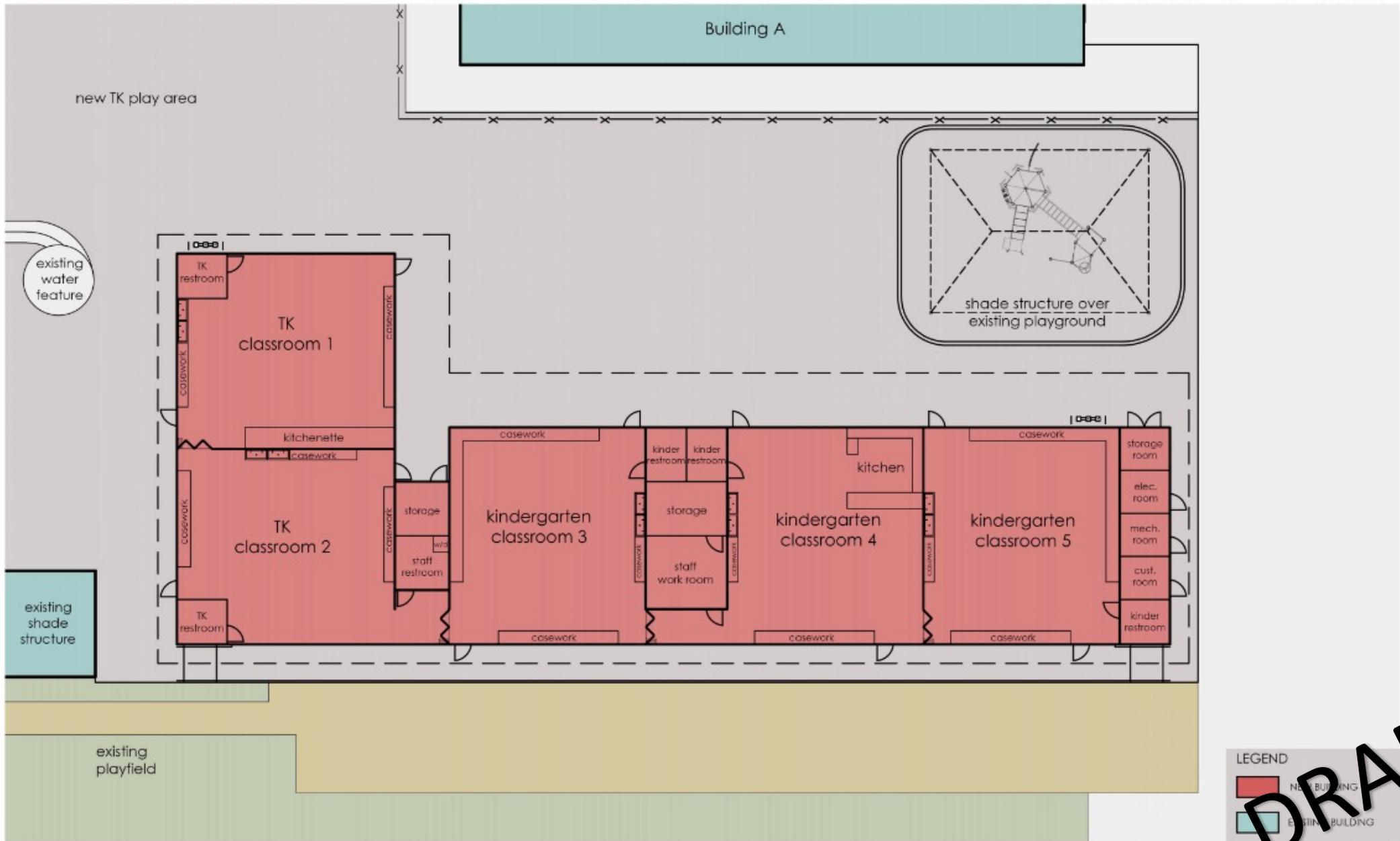
- Social & Emotional skills
- Early Introduction of school setting
- Cognitive skills
- Pre-Literacy, Pre-Math
- Problem Solving skills

Experience Gained by:

- Mastering reading & literacy at early age
- Development of Math Concepts
- Writing fluency
- Intellectual Development
- Measurable Learning goals

A study done in California school systems by the American Institutes for Research found that Transitional Kindergarten students performed six months ahead of their peers in reading and literacy, and three months ahead of their peers in math and problem-solving at the beginning of the school year. Woodside Elementary School is committed to maintaining students' natural curiosity and confidence in themselves as learners while developing the student behaviors that will enable them to become active and focused learners in a classroom setting. Social-emotional learning is a key component of the kindergarten year and will continue to be built upon as students progress through the grade levels.





PROGRAM REQUIREMENTS

BUILDING	PROGRAM	UNITS	UNIT/SF	TOTAL SF
	TK BUILDING			
	Classroom	2	1,440	2,880
	Student Restroom	2	76	152
	TK Buidling Total SF			2,880
	KINDERGARTEN BUILDING			
	Classroom	3	1,440	4,320
	Student Restroom Kinder 3 & 4	2	76	152
	Student Restroom Kinder 5	1	76	76
	Staff Restroom	1	100	100
	Storage Room	1	150	150
	Storage Room (small)	1	100	100
	Staff Workroom	1	203	203
	Exterior Storage Room	1	150	150
	Mech. Room	1	73	73
	Elec. Room	1	73	73
	Storage Room	1	73	73
	Custodian Room	1	73	73
	Circulation	1	198	198
	KINDERGARTEN Buidling Total SF			5,589
	REPLACED BUILDING Total SF			8,469

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Technology Office (Conversion of Classroom 15)

Recommended Approach

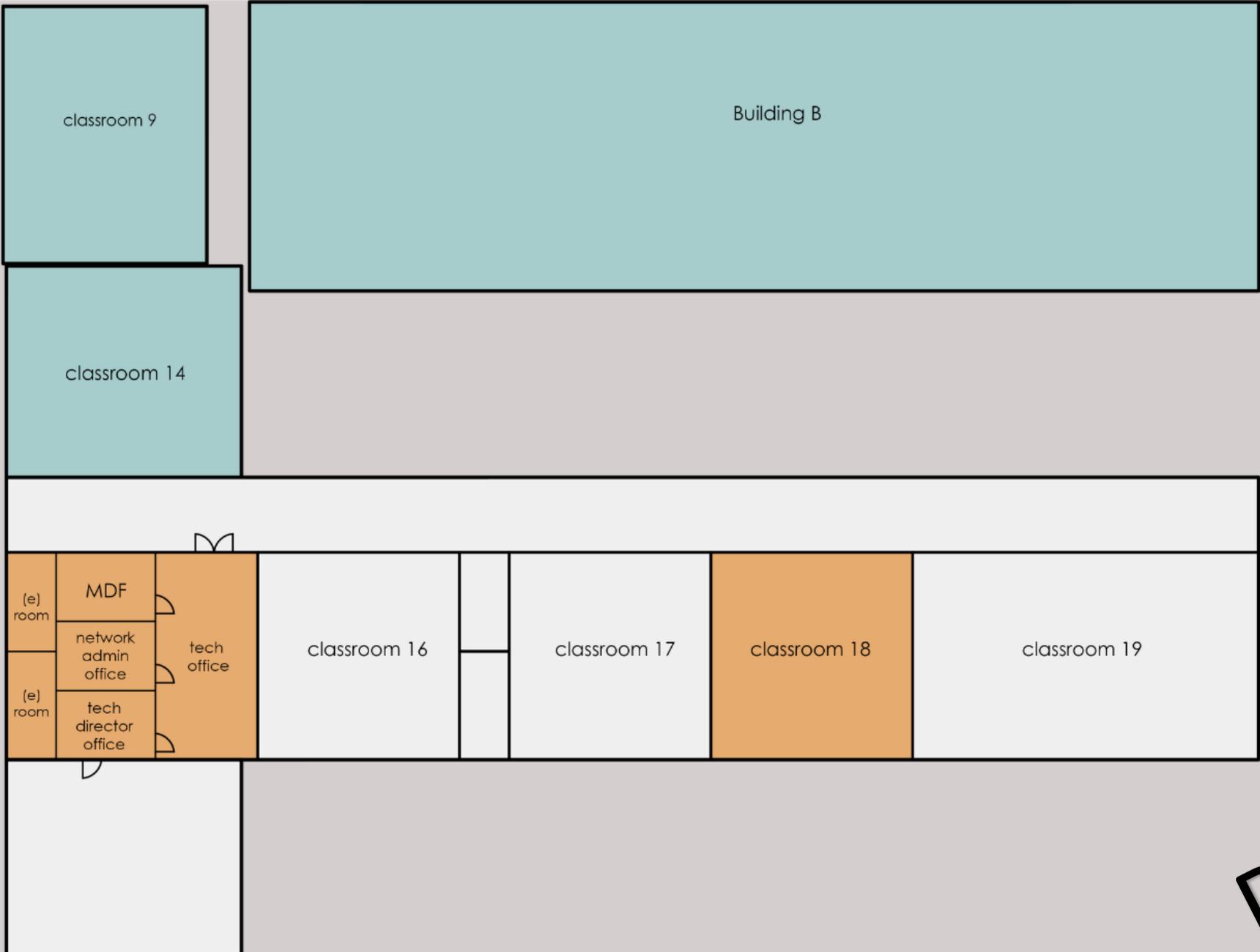
- Existing classroom 15 is to be converted into a new Tech office with storage space
- This will remove need for tech room in new building. Also, this will free up computer lab to be able to be used as flex space and consolidate technology
- There is to be 2 private offices configured with sound transmission considerations

The Woodside Elementary School District is committed to providing students and staff with the appropriate digital tools to enhance classroom instruction. Thoughtful and purposeful use of technology by students will help prepare them academically, both for their time here at Woodside and after they move on.

Completing this part of the program has several benefits to WESD:

- Provides a more engaged learning environment
- Prepares students for the future
- Connects better with students
- Boosts collaboration
- Supports learning

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Security, Technology and PA/Bell Upgrades

Sellman Sound System:

- Recommending separate sound system for novice users for meetings, trainings, other events
- Universal accessible sound system that includes the following:
 - 6 wireless handheld mics set for voice
 - Speakers for this system
 - New projector, short throw mounted on stage
 - Control panel that will turn projector on/off, lower screen, and control volume of source
 - Mics, and select video source
 - At least 2 inputs at the control panel and 1 input near front of stage on left side (HDMI)

New PA/Bell System

- System would have one unit in each classroom that displays time, has a speaker, microphone, and a screen visually showing emergency event

Improve safety with security cameras and exterior lighting.



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Additional Athletic Updates

Sellman:

- Replace Sellman Portable Basketball Standards

Site:

- Replace Rims on exterior Basketball courts
- Repair walking track around perimeter

Woodside School offers an after school sports program that includes flag football and volleyball in the fall, basketball in the winter, and, tennis and track and field in the spring. In keeping with the Woodside School mission, the District believes that the after school sports program should offer a nurturing environment consistent with Woodside's cohesive, small town character. In collaboration with parents and coaches, the program will instill in all students respect and compassion for others. The programs goals are to develop self-esteem and enable students to achieve their highest potential. Students will leave Woodside Elementary School eager and prepared to meet future academic and personal challenges.



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Playground Equipment Upgrades:

Desired Scope:

- Modifications or replacement and ADA accessibility path-of-travel improvements.
- Preschool water feature will have to be modified so not to have water go into sand pit and add more sand. Option to modify sand pit so that it recycles the water and have a removal cover over the sand.

School Playgrounds improves attention, decreases stress and anxiety, and prepares students to learn. It also improves motivation helping kids try things they might not normally be inclined to try. Primes the brain cells to change when new information is introduced.

During sandbox play, kids can become completely absorbed in their imagined mini-worlds. Strengthen finger and hand muscles and improve coordination, which are precursors for handwriting, many sports and self-sufficiency tasks like buttoning clothes and tying shoes. Add to their sensory vocabulary.



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Upgrades & Renovations to Facilities

Desired Scope:

- Special Ed classroom 9, needs additional storage space.
- Skylights in conference room are desired.

Modernization creates a space that encourage interaction between students and teachers to take full advantage of whiteboards, monitors, and other technology. It emphasizes the built environment and the impact it has on learning.

In a modern classroom, students are actively involved in constructing content and new ideas. They use active learning approaches, such as project-based learning and design-based learning, where students are engaged in real, relevant, and purposeful activities.



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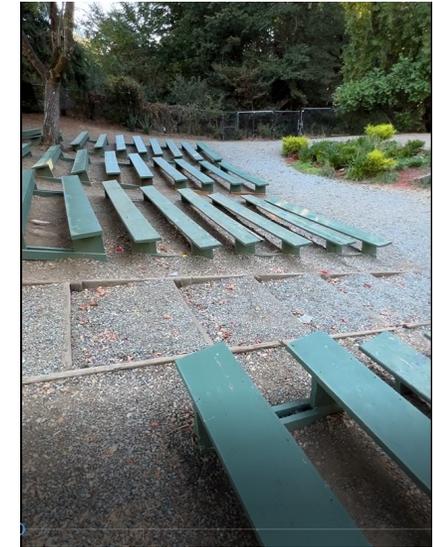
Amphitheater Upgrades

Recommended Approach

- ADA complaint
- Seating
- Staging
- Power/lighting etc.
- Sound System
- Awning/Canopy

A well-designed amphitheater can accommodate many types of learning, gathering, and performing activities, offering a reason for teachers to take learning outside. It's a magnificent acoustical facility, and the audience can really see and hear the performances. The Amphitheatre is a community space that's warm and inviting, and it really helps integrate music into campus life.

Woodside's robust music program explores melody, rhythm, form, expression, and improvisation through singing, dancing, and playing pitched and un-pitched musical instruments. They also explore performance skills and managing performance anxiety through their concerts with all grades levels.



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Creek Embankment Stabilization

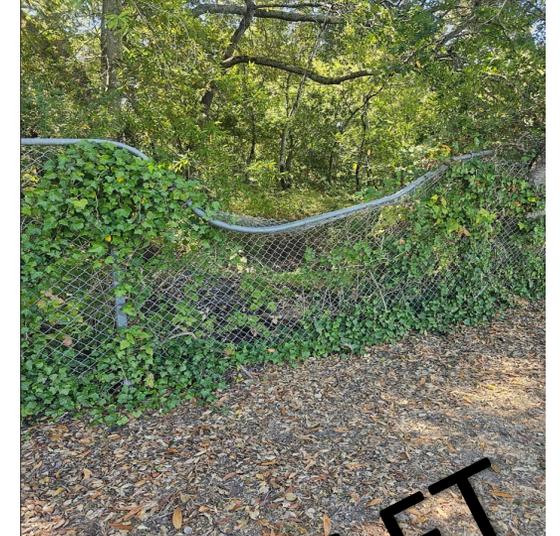
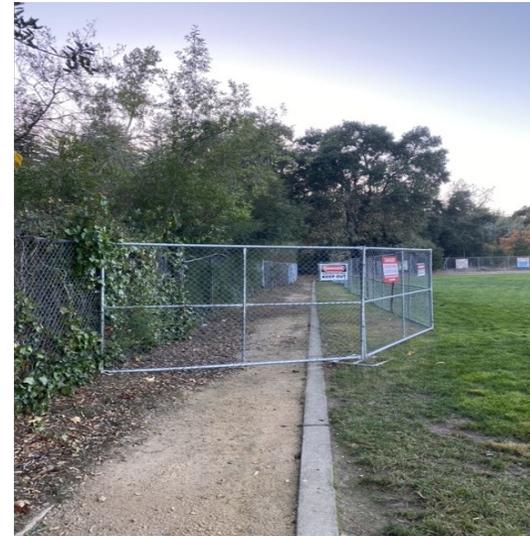
Recommended Approach

- Providing new Stitch Piers along creek embankment to provide stabilization
- Installation of New Fence along creek line



The bank stabilization involves fortifying or otherwise protecting an over-steepened, under-cut or similar slope from erosion or failure.

The stabilization work can both protect school grounds/property and benefit the environment.



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Next Steps //

1. Continue ongoing Community Member Conversations.
2. Address critical facility needs. Considering a local, prudent, responsible school bond.
3. Seeking reimbursement from state for Upgrades and Renovation Projects.

Implementation Planning

Hitting the ground running....

Implementation Plan (IP) is the “Roadmap” (MAP). This is where the Master Plan is refined into projects with scope / schedule / budget. During this phase, we develop phasing strategies and sequence of work on-site and validate cash-flow and bond issuance schedule.

An Implementation Plan will serve as a framework for managing the overall program and each respective project. The Plan would refine the budgets in this report identify which projects WESD would handle directly, and give the community an understanding of the District’s strategies for the facilities program.

This plan will also prioritize the MAP items to create an IP based on funds available. Logistics play a large role in figuring the order in which projects are implemented.

Construction cost estimates are put in place using a competitive approach soliciting California Uniform Public Construction Cost Accounting Act (CUPCCAA) approved contractors. Scope, schedule and budget are also refined during this phase to help narrow down the reality of the funds available to complete the work.

Quick Strike Projects: Identify things we can do to quickly prior to bond passing. Start logistics planning. For example:

- Play Structures & Equipment
- Amphitheatre ADA Upgrades
- Athletic Upgrades

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