



GOLETA

UNION SCHOOL DISTRICT

2020 DISTRICT FACILITIES MASTER PLAN



# GOLETA UNION SCHOOL DISTRICT

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Dr. Mary Kahn, Assistant Superintendent - Instructional Services  
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## PRINCIPALS

Ms. Julie Bolton, Brandon Elementary School  
Ms. Amanda Martinez, El Camino Elementary School  
Mr. Ned Schoenwetter, Ellwood Elementary School  
Ms. Felicia Roggero, Foothill Elementary School  
Ms. Abby Vasquez, Hollister Elementary School  
Ms. Lorena Reyes, Isla Vista Elementary School  
Ms. Regina Davis, Kellogg Elementary School  
Ms. Celeste Darga, La Patera Elementary School  
Dr. Joanna Lauer, Mountain View Elementary School  
Ms. Felicia Roggero, Goleta Family School

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# 2020 FACILITIES MASTER PLAN



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A photograph of three young children sitting at a light-colored wooden table, looking at a silver laptop. The child on the left is a young boy with short dark hair, wearing a green polo shirt. The child in the middle is a young girl with dark hair in braids, wearing a purple headband with a flower and a purple and white striped shirt. The child on the right is a young girl with light brown hair, wearing an orange shirt and a purple flower headband. They are all smiling and looking at the laptop screen. The background is a plain white wall with a red chair visible on the right.

GOLETA  
UNION SCHOOL DISTRICT

01 | INTRODUCTION



GOLETA UNION SCHOOL DISTRICT

# INTRODUCTION

The Goleta Union School District serves a community within the Goleta Valley of approximately 90,000 residents that includes the City of Goleta and a large unincorporated area. The District serves 3,620 elementary students (K-6) through nine schools. Four schools receive school-wide Title I support, three schools host District transitional kindergartens and three state preschools are located at District facilities.

## ELEMENTARY SCHOOLS

Brandon Elementary School  
Foothill Elementary School  
Kellogg Elementary School  
Goleta Family School

El Camino Elementary School  
Hollister Elementary School  
La Patera Elementary School  
El Rancho Elementary School (Currently leased)

Ellwood Elementary School  
Isla Vista Elementary School  
Mountain View Elementary School



*Dr. Donna Lewis, Superintendent*

# GUIDING PRINCIPLES

## VISION

Powerful Instruction  
Purposeful Individualization  
Productive Partnerships

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Solid Evidence of Student Success

## MISSION

The mission of the Goleta Union School District is to maximize academic, intellectual, and personal growth in order for each student to prosper in, and positively influence, a diverse and dynamic world.

## VALUES & BELIEFS

- » Success for every student.
- » Effort, perseverance, and responsibility.
- » Learning beyond the basics.
- » Safe, healthy, and secure environments.
- » Teamwork, partnership and respect.
- » High-quality services.
- » Best instructional practices
- » Equity of experience.

## GOALS

- » Demonstrate robust student achievement: reduce disparity in levels of achievement between student demographic groups.
- » Apply best practices in teaching and learning.
- » We provide a comprehensive course of study fostering creativity, communication, collaboration, and critical thinking for all students.
- » Provide effective learning environments.
- » Value community involvement and local control.



# FACILITIES MASTER PLAN PURPOSE

The Facilities Master Plan provides macro-level information about the buildings, grounds, existing conditions, and enrollment at each school site within the Goleta Union School District (GUSD).

The Goleta Union School District's Plan 2020 presents a critical tool to adequately upgrade, properly maintain, and care for the District's existing capital assets, as well as interpret the District's future growth needs over the next decade. The Plan defines and describes the District's existing facilities and outlines the current and future needs of those facilities. It also identifies the resources necessary to preserve and maintain the District's capital assets and to provide additional facilities to accommodate future projected enrollment growth.

This document will aid GUSD in making long-range facilities planning decisions about future modernization and deferred maintenance projects.



# FACILITIES MASTER PLAN PROCESS

## FACILITIES ASSESSMENT

19six Architects met with District representatives to strategize the process and then visited each of the sites with groups of stakeholders, including campus administrators, maintenance personnel, Facilities Planning, District IT representatives, District Transportation, and School Board members. Each building on each campus was evaluated for condition and campus-specific strengths, issues and challenges were discussed with the teams. Sites were evaluated considering parking, traffic flow for drop off and pick up, adequacy of hard court and turf play areas, site drainage, community gardens in use, adequacy of shade, and site accessibility. The District also provided archive information and facilities roofing assessments and recommendations for the Architect's use.

## EVALUATION AND PLANNING

In addition to individual site assessments, the District and the Architect facilitated stakeholder meetings for both staff and students and the communities for each school. Additionally, information was gathered by student, faculty, and stakeholder input through a series of online surveys to determine the needs of each site. Based upon the results of the Facilities Assessment and discussions with project stakeholders regarding campus goals, the Architect developed Conceptual Site Plans. In the Facilities Assessment phase, the team identified buildings which required little or no work, buildings which required minor modernization, buildings which required major modernization, and buildings recommended for demolition. These were identified on the Concept Site Plans and any new structures or other improvements incorporated into the proposed ultimate design. The District met with stakeholders from each campus to evaluate the proposed site plans and reconvened with the architects to discuss feedback. Refined Schematic Site Plans and related Preliminary Project Budgets related to the proposed scope were prepared and brought to the School Board for review and discussion. 19six Architects worked with the District and the Educational Specifications consultant, Kathleen Moore and Associates, throughout this process to ensure that the recommendations are in alignment.

## PRIORITIZATION

Initial planning was performed to identify all needs and from a broad perspective consider goals and strategies with the unconstrained mindset of "What if we could do everything needed or wanted?" Then considering the estimated budgets associated with the resulting ideas, the team began a process of determining which projects and proposals were most important in alignment with the district's priorities and objectives. The goal was to create a prioritized list, overall and by campus, and draw a line on the list where projects met or did not meet the district's priorities and objectives.

## BOND PLANS

The Facilities Needs Analysis Project Lists were approved by the Board at the December 9th, 2019 Board Workshop and subsequent Board Meeting held on January 22nd, 2020. The resulting site plans, projects lists and budget developed by the Architect and District are included herein. The district has yet to determine if a local bond will be pursued.



Colored Chalk

Oil Pastels

Scissors

Glue

FOR THE DIGITAL WORLD

# SITE ACREAGE INFORMATION

FACILITY	GROSS ACREAGE	USEABLE ACREAGE - LESS PRK'G & SITE	CURRENT ENROLLMENT	CDE RECOMMENDED ACREAGE <sup>1</sup>	% OF CDE RECOMMENDED	NOTES
Brandon	8.54	7.70	437	9.5	81%	factored for 3 Kindergarten classrooms @ 24 students, max.
Foothill & Goleta Family <sup>2</sup>	8.92	8.33	433	12.4	67%	factored for 3 Kindergarten classrooms @ 24 students, max.
El Camino	8.6	7.85	237	5.4	145%	
Ellwood	8.64	7.50	387	9.5	79%	factored for 3 Kindergarten classrooms @ 24 students, max.
Hollister	9.55	8.70	403	9.2	95%	
Isla Vista	11.13	7.79	460	9.2	85%	
Kellogg	9.82	9.05	433	9.2	98%	
La Patera	9.05	8.58	353	6.6	130%	
Mountain View	9.03	7.93	318	5.4	147%	

<sup>1</sup> - Values based on CDE [Guide to School Site Analysis and Development 2000 Edition](https://www.cde.ca.gov/ls/fa/sf/documents/schoolsiteanalysis2000.pdf) (https://www.cde.ca.gov/ls/fa/sf/documents/schoolsiteanalysis2000.pdf)

<sup>2</sup> - Each school calculated individually to comprise a single cumulative resultant

GOLETA UNION SCHOOL DISTRICT

# SITE CAPACITIES

	ENROLLMENT	PERMANENT CLASSROOMS								RELOCATABLE CLASSROOMS							
		TK-K	1ST-6TH	SDC/RSP	Other Use	TOTAL	AVAILABLE SEATS	DEDICATED MUSIC, ART & AFTERSCHOOL	CLASSROOMS NEEDED	TK-K	1ST-6TH	SDC/RSP	Other Use	TOTAL	GRAND TOTAL	AVAILABLE SEATS	TOTAL CLASSROOMS NEEDED
BRANDON	464	5	16	1	6	28				0	0	0	0	0	28		
	Loading	20	24	24	24					20	24	24	24				
	Capacity	100	384	24	144	652	188	3.00	-4.83	0	0	0	0	0	652	188	-4.83
EL CAMINO	246	4	10	1	3	18				0	0	0	0	18			
	Loading	20	24	24	24					20	24	24	24				
	Capacity	80	240	24	72	416	170	3.00	-4.08	0	0	0	0	416	170	-4.08	
ELLWOOD	369	4	14	0	5	23				0	0	3	2	28			
	Loading	20	24	24	24					20	24	24	24				
	Capacity	80	336	0	120	536	167	3.00	-3.96	0	0	72	48	120	656	287	-8.96
FOOTHILL	441	2	13	0	1	16				0	2	0	5	23			
	Loading	20	24	24	24					20	24	24	24				
	Capacity	40	312	0	24	376	-65	3.00	5.71	0	48	0	120	168	544	103	-1.29
GOLETA FAMILY	60	0	2	0	0	2				0	1	0	0	3			
	Loading	20	24	24	24					20	24	24	24				
	Capacity	0	48	0	0	48	-12	3.00	3.50	0	24	0	0	24	72	12	2.50
HOLLISTER	413	4	14	1	2	21				0	2	0	4	27			
	Loading	20	24	24	24					20	24	24	24				
	Capacity	80	336	24	48	488	75	3.00	-0.13	0	48	0	96	144	632	219	-6.13
ISLA VISTA	495	5	18	2	6	31				0	0	0	3	34			
	Loading	20	24	24	24					20	24	24	24				
	Capacity	100	432	48	144	724	229	3.00	-6.54	0	0	0	72	796	301	-9.54	
KELLOGG	456	3	16	3	1	23				0	0	0	3	26			
	Loading	20	24	24	24					20	24	24	24				
	Capacity	60	384	72	24	540	84	3.00	-0.50	0	0	0	72	612	156	-3.50	
LA PATERA	394	2	15	1	4	22				2	0	0	4	28			
	Loading	20	24	24	24					20	24	24	24				
	Capacity	40	360	24	96	520	126	3.00	-2.25	40	0	0	96	136	656	262	-7.92
MOUNTAIN VIEW	341	2	12	3	3	20				0	0	0	2	22			
	Loading	20	24	24	24					20	24	24	24				
	Capacity	40	288	72	72	472	131	3.00	-2.46	0	0	0	48	48	520	179	-4.46



A photograph of five young children sitting around a wooden table in a classroom, engaged in a craft activity. They are using colorful paper and containers. The background shows a green chalkboard and other classroom materials. The image has a semi-transparent dark overlay.

# GOLETA UNION SCHOOL DISTRICT

## 02 | FACILITY ASSESSMENT & PLANNING



BRANDON  
ELEMENTARY



# BRANDON ELEMENTARY SCHOOL

195 Brandon Drive, Goleta, CA 93117



Year Built: 1969

Acreage : 8.54 Acres  
7.7 Usable Less Parking

Current Enrollment: 437

Class Size Average: 21.5

Total Classroom Spaces: TK-3RD: 13  
4TH-6TH: 7

# EXECUTIVE SUMMARY

## SITE

The Brandon Elementary School campus is located at 195 Brandon Drive in Goleta, CA. The campus is bounded to the north by Evergreen Drive; to the east by Brandon Drive; and by private residences at its southern and western boundaries, along Padova Drive and Salisbury Avenue, respectively. The site is a relatively rectangular, 8.5-acre site that has its long axis in the north-south direction, parallel to Brandon Drive.

The school's campus is comprised of five buildings, which are located approximately at the center of the site. The arrangement for four of the five buildings is centralized around a paved and landscaped quadrangle. Additionally, the buildings are interconnected to each other through colonnaded walkways, which are open to the central quadrangle. The four buildings house the school's instructional, library, administrative and support spaces.

The campus's fifth building, which houses the school's multipurpose room, is located immediately to the south of the four interconnected buildings.

The campus has two areas for blacktop and play structures and recreations fields. The areas are located in the northern and southern portions of the site, flanking the centralized group of four campus buildings.

The passenger drop-off, staff and visitor parking lot are located at approximately the mid-point of the site long axis, directly off of Brandon Drive. There is an accessible path of travel between the staff and visitor parking lot and the school's main entrance. The path is defined by signage, pavement striping, a curb cut, a sidewalk ramp and a sidewalk. Correspondingly, there is one van stall and one car stall provided in the parking lot, immediately adjacent to the path of travel.

## BUILDINGS

Brandon Elementary School was originally constructed in 1969 with subsequent alterations completed since its construction. The school's Multi-Purpose Building was constructed in 2010. Generally, the construction of the original four school buildings consists of wood framing, wood framed single-pane windows, exterior stucco with wood trim; and concrete columns, slab sub-flooring and exterior pathways. The building materials for the Multi-Purpose Building include many of the foregoing materials, but also include an exterior concrete wainscot below metal framed dual-pane windows.

All of the campus' buildings are connected and protected by a flat roof. The roof is in major need of repair, as attested to by roof leaks in ten classrooms. Additionally, there is observed water runoff and overflow from the roof(s) due to a lack of roof gutters and inadequate roof slopes. The Multi-Purpose Building has no physical connection to the original campus buildings; therefore, a covered pathway connection to and from the building is recommended. The Multi-Purpose Building's roof is in an acceptable condition, but the building does not have gutters to control water run-off, adequately.

There is evidence of a termite infestation on the campus. Termite damage affects both the exterior and the interior of all campus buildings. Evident termite damage includes: exterior and interior wood finishes, window trim and framing; door trim and framing; and campus gates and benches. The termite damage can be remedied through the replacement of all wood trim, doors, windows, framing and (exposed) structure with similar elements not made of wood, e.g. metal.

All pathways from the public right-away(s) to, from and within the campus need to comply with current American Disabilities Act requirements and Fire Life Safety standards. All accessible pathways require requisite ADA compliant signage and (emergency) egress points need to be visually designated, accordingly. All staff restrooms need to be ADA compliant. The currently accessible -designated (student) restrooms, drinking fountains and parking stalls require updated signage to comply with the American Disabilities Act.

All campus door hardware lock and unlock from their exterior side. Therefore, each door has a Lock-Block in case of a shooter-related event. Also, with regards to safety, there is currently no blackout window screening within the campus' classrooms.

# EXECUTIVE SUMMARY

## PROGRAM SPACES

All four Kindergarten classrooms do not all have their own restrooms. Two classrooms share one restroom, which is not ADA compliant and is located within one of the two classrooms. The remaining two Kindergarten classroom share a restroom located in another area of the campus, i.e. Action Center A. Action Center A and its restroom is scheduled to be converted to a Transitional Kindergarten (TK). Consequently, three Kindergarten classrooms will share one unisex restroom and one non-compliant female restroom located within the TK classroom.

Modernized and expanded instructional and support spaces are required throughout the campus to meet desired instructional needs, e.g. flexibility, additional storage, etc.

Staff and community at this campus have expressed the desire for additional/ supplemental program spaces as well as the modernization of existing facilities. For a more detailed list of desired spaces, please refer to the Site Meeting Minutes in this section and the appendix in this document.

## BUILDING SYSTEMS

### HVAC:

Generally, the spaces on the campus are heated by gas-fired, forced air units (FAU). Each classroom has an FAU that is individually controlled. Indoor thermal comfort during warm weather is generally poor/unpleasant on the campus due to poor natural ventilation provided by nonfunctional, operable windows and a lack of air conditioning.

### Plumbing:

Although there are references to a history of plumbing infrastructural upgrades on the campus, the scope of the work cannot be verified. Therefore, plumbing infrastructural upgrades up to and within the campus need to be completed. The campus does not have clean-outs and there is a general issue of calcification build up occurring on the campus.

### Electrical:

The last upgrade to the campus' electrical infrastructure occurred over twenty years, ago. However, the scope of electrical work was limited and of poor quality. The school's curriculum now encompasses new technologies, e.g. Chrome Books or iPads – that require updated and modern infrastructure. Therefore, electrical infrastructural upgrades up to and within the campus need to be completed.

### Technology:

The existing technology infrastructure and wiring is in need of upgrades to keep up with the pace of the educational programming needs and developments in technology. Wi-fi reach is limiting and sometimes not dependable in particularly to the Multi-Purpose Building. Please see section District Offices Executive Summary, Technology : District Wide Needs for more information.

# SITE AERIAL



# FACILITY ASSESSMENT DATA SCORING SHEETS

This worksheet establishes data for determination of priority projects across a campus or district wide level. Please note that the findings in this spreadsheet are based on the architect's field observations only. In the event any hazardous, structural, or fire and life safety discrepancies are witnessed by the architect, the district may be required to conduct additional testing or research to ensure the safety of the students, staff, and community. The architect will report any findings of this nature to the district.

Rating Key		1-5
1=	no repair necessary	6-10
2=	cosmetic repair necessary	11-15
3=	preventative maintenance necessary	16-20
4=	repair necessary	21-25
5=	repair necessary for use past 2 years	26+
6=	major repair needed for immediate continued use	

BUILDING	RELO (Y/N)	MODULAR (Y/N)	ROOM	USE	DSA#	YEAR BUILT	AGE	AGE SINCE MOD	HAZ	STRUCT.	FLS	BLDG ADA	ROOF	ENVL.	GLAZING	ACOUS.	DAYLITE	HVAC	SITE ADA	SITE UTIL	SECRTY	AESTH.	SUM	PRIORITY FACTORY	
A WING	N	N	Nurse	Nurse	A#101747	1969	50	20	1	1	1	4	4	3	4	1	1	4	4	4	4	4	2	41	16.4
	N	N	Counseling	Counseling	A#119437	1969	50	20	1	1	1	4	4	3	4	1	1	4	4	4	4	4	2	41	16.4
	N	N	Principle's Office	Administration	A#102565	1969	50	20	3	1	1	4	4	3	4	1	1	4	4	4	4	4	2	45	18.0
	N	N	Conference	Conference	A# 31749	1969	50	20	1	1	1	4	4	3	4	1	1	4	4	4	4	4	2	41	16.4
	N	N	Reception	Administration	31796	1969	50	20	1	1	1	4	4	3	4	1	1	4	4	4	4	4	2	50	20.0
	N	N	Workroom	Faculty		1969	50	20	1	1	1	4	4	3	4	1	1	4	4	4	4	4	2	44	17.6
	N	N	Teacher's Lounge	Faculty		1969	50	20	1	1	1	4	4	3	4	1	2	4	4	4	4	4	2	48	19.2
	N	N	Women's Restroom	Restroom		1969	50	20	1	1	1	4	4	1	1	1	1	4	4	4	4	1	2	33	13.2
	N	N	Men's Restroom	Restroom		1969	50	20	1	1	1	4	4	1	1	1	1	4	4	4	4	1	2	33	13.2
	Y	N	Cafeteria	Dining		1969	50	20	1	1	1	4	4	3	2	4	1	4	4	4	4	2	48	19.2	
	N	N	Kitchen	Kitchen		1969	50	20	1	1	1	4	4	1	1	1	4	4	4	4	4	2	39	15.6	
	N	N	Storage	Dining Storage		1969	50	20	1	1	1	4	4	3	1	1	1	1	4	1	1	1	28	11.2	
	N	N	Corridor	Circulation		1969	50	20	1	1	1	4	4	1	1	1	1	4	4	1	1	2	36	14.4	
	N	N	Library	Library		1969	50	20	1	1	1	4	4	3	4	1	1	4	4	4	4	1	2	50	20.0
	N	N	Custodian	Custodian		1969	50	20	1	1	1	4	4	3	1	1	1	1	1	4	1	3	30	12.0	
	N	N	Mechanical	Mechanical		1969	50	20	1	1	1	4	4	3	1	1	1	1	4	4	1	1	31	12.4	
	N	N	25	Music		1969	50	20	1	1	1	4	4	3	4	3	4	4	4	4	4	2	52	20.8	
B WING	N	N	17	Classroom	A# 31749	1969	50	20	1	1	1	4	4	3	4	1	1	4	4	4	4	4	2	50	20.0
	N	N	18	Classroom	A#102565	1969	50	20	1	1	1	4	4	3	4	1	1	4	4	4	4	4	2	50	20.0
	N	N	19	Classroom		1969	50	20	1	1	1	4	4	3	4	1	1	4	4	4	4	4	2	50	20.0
	N	N	20	Classroom		1969	50	20	1	1	1	4	4	3	4	1	1	4	4	4	4	4	2	50	20.0
	N	N	Computer Lab	Computer Lab		1969	50	20	1	1	1	4	4	3	4	1	1	4	4	4	4	4	2	47	18.8
	N	N	Storage	Storage/Workroom		1969	50	20	1	1	1	4	4	3	4	1	1	4	4	4	4	4	2	41	16.4
	N	N	Counseling	Counseling		1969	50	20	1	1	1	4	4	3	4	1	1	4	4	4	4	4	2	41	16.4
	N	N	21	Classroom		1969	50	20	1	1	1	4	4	3	4	1	1	4	4	4	4	4	2	50	20.0
	N	N	22	Classroom		1969	50	20	1	1	1	4	4	3	4	1	1	4	4	4	4	4	2	50	20.0
	N	N	23	Classroom		1969	50	20	1	1	1	4	4	3	4	1	1	4	4	4	4	4	2	50	20.0
	N	N	24	Classroom		1969	50	20	1	1	1	4	4	3	4	1	1	4	4	4	4	4	2	50	20.0
	N	N	Girl's Restroom	ADA Restroom		1969	50	20	1	1	1	3	4	3	1	1	1	1	4	4	1	2	31	12.4	
	N	N	Boys Restroom	ADA Restroom		1969	50	20	1	1	1	3	4	3	1	1	1	1	4	4	1	2	31	12.4	
	N	N	Girl's Restroom	Restroom		1969	50	20	1	1	1	4	4	3	1	1	1	1	4	4	1	2	32	12.8	
	N	N	Boys Restroom	Restroom		1969	50	20	1	1	1	4	4	3	1	1	1	1	4	4	1	2	32	12.8	
C WING	N	N	9	Classroom	A# 31749	1969	50	20	1	1	1	4	4	3	4	1	1	4	4	4	4	4	2	50	20.0
	N	N	10	Classroom	A#102565	1969	50	20	1	1	1	4	4	3	4	1	1	4	4	4	4	4	2	50	20.0
	N	N	11	Classroom		1969	50	20	1	1	1	4	4	3	4	1	1	4	4	4	4	4	2	50	20.0
	N	N	12	Classroom		1969	50	20	1	1	1	4	4	3	4	1	1	4	4	4	4	4	2	50	20.0
	N	N	Action Center B	Resource Teacher		1969	50	20	1	1	1	4	4	3	4	1	1	4	4	4	4	4	2	50	20.0
	N	N	Learning Center	Math Zone		1969	50	20	1	1	1	4	4	3	4	1	1	4	4	4	4	4	2	41	16.4
	N	N	Storage	Math storage		1969	50	20	1	1	1	4	4	3	4	1	1	4	4	4	4	4	2	41	16.4
	N	N	13	Classroom		1969	50	20	1	1	1	4	4	3	4	1	1	4	4	4	4	4	2	50	20.0
	N	N	14	Classroom		1969	50	20	1	1	1	4	4	3	4	1	1	4	4	4	4	4	2	50	20.0
	N	N	15	Classroom		1969	50	20	1	1	1	4	4	3	4	1	1	4	4	4	4	4	2	50	20.0
	N	N	16	Classroom		1969	50	20	1	1	1	4	4	3	4	1	1	4	4	4	4	4	2	50	20.0
D WING	N	N	1	Kindergarten	A# 31749	1969	50	20	1	1	1	4	4	3	4	1	1	4	4	4	4	4	2	50	20.0
	N	N	2	Kindergarten	A#102565	1969	50	20	1	1	1	4	4	3	4	1	1	4	4	4	4	4	2	50	20.0
	N	N	3	Kindergarten		1969	50	20	1	1	1	4	4	3	4	1	1	4	4	4	4	4	2	50	20.0
	N	N	4	Kindergarten/1st		1969	50	20	1	1	1	4	4	3	4	1	1	4	4	4	4	4	2	50	20.0
	N	N	Action Center A	Resource Teacher		1969	50	20	1	1	1	4	4	3	4	1	1	4	4	4	4	4	2	50	20.0

# FACILITY ASSESSMENT DATA SCORING SHEETS

	N	N	Mechanical	Mechanical		1969	50	20	1	1	1	4	4	3	4	1	1	1	4	1	1	1	31	12.4
	N	N	Girl's Restroom	Kindergarten		1969	50	20	1	1	1	4	4	3	4	1	1	4	4	4	1	2	38	15.2
	N	N	Unisex Restroom	Kindergarten		1969	50	20	1	1	1	4	4	1	1	1	1	4	4	4	1	2	33	13.2
	N	N	Speech	Speech		1969	50	20	1	1	1	4	4	3	4	1	1	4	4	4	4	2	41	16.4
	N	N	5	Classroom		1969	50	20	1	1	1	4	4	4	3	4	1	4	4	4	4	2	50	20.0
	N	N	6	Classroom		1969	50	20	1	1	1	4	4	4	3	4	1	4	4	4	4	2	50	20.0
	N	N	7	Classroom		1969	50	20	1	1	1	4	4	4	3	4	1	4	4	4	4	2	50	20.0
	N	N	8	Classroom		1969	50	20	1	1	1	4	4	4	3	4	1	4	4	4	4	2	50	20.0
	N	N	Boys Restroom	ADA Restroom		1969	50	20	1	1	1	3	4	3	1	1	1	1	4	4	1	2	31	12.4
	N	N	Girl's Restroom	ADA Restroom		1969	50	20	1	1	1	3	4	3	1	1	1	1	4	4	1	2	31	12.4
	N	N	Unisex Restroom	ADA Restroom		1969	50	20	1	1	1	3	4	3	1	1	1	1	4	4	1	2	31	12.4
	N	N	Unisex Restroom	ADA Restroom		1969	50	20	1	1	1	3	4	3	1	1	1	1	4	4	1	2	31	12.4
MPR	N	N	MPR	MPR	A#109898	2010	9	9	1	1	1	1	1	1	2	1	4	1	4	4	4	2	34	6.1
Parking	Y	N	Parking	Parking		1969	50	20	1	1	1	4	1	1	1	1	1	1	4	1	4	4	29	11.6

# BRANDON ELEMENTARY SCHOOL SITE MEETING



Goleta Union School District  
Facilities Master Plan  
PMSM #018194.01

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## SITE MEETING # 1 MINUTES

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DATE: April 18<sup>th</sup>, 2019  
TIME: 3:30/5:30pm  
LOCATION: Brandon Elementary School  
RE: Site/Community Meeting

PRESENT: Alan Kroeker, 19six Architects  
Rosa Alvarado, 19six Architects

### STAFF MEETING

Laura Herrera, Teacher  
Christie Paloczi, Teacher  
Megan Frederick, Teacher  
Jenny Husak, Teacher  
Mary Hernandez, Teacher  
Lara Jacobs, Teacher  
Ty Saxby, Teacher  
Leanne Clarke, Speech Therapist  
Krista Craig, Teacher  
Nate Streeper, Librarian  
Jennifer Adams, Teacher/parent  
Susan Perkins, District Nurse  
Ryan Sparre, Principle  
Jeremiah Johnson, IT Director  
Lisa Lisle, Teacher

### COMMUNITY MEETING

Danny Mann, Parent & PTA President  
Stephanie Waeteraere, Parent  
Briana Serrato, Parent  
Sylvia Sifuentes, Community Liaison

- 
- I. Introductions
    - A. Conrad mentioned that the current enrollment is at 3,480.
      - 1. Not in a growth mode
      - 2. Pretty stable in demographics
  - II. Process Overview
  - III. Education Specifications
  - IV. Instructional Space Needs / Desires
    - A. Regular Classroom
      - 1. Flexibility (furniture)
        - a. Wheels
        - b. Sizes
        - c. Heights
        - d. Flexible seating currently at this school
      - 2. More outlets
      - 3. Like the carpet in kinder – for activity @ floor
      - 4. Would like more white boards (movable)
        - a. All classrooms needs (2) whiteboards
        - b. Need tackable wall, whiteboard and windows and no gyp board walls
      - 5. Need more storage
      - 6. 1 monitor currently works for them
      - 7. Plumbing issues at classrooms
        - a. Only have cold, would like warm water
        - b. Floods at counter
        - c. Water fountains spill
        - d. Metal
      - 8. Window treatment needed
        - a. Rooms get hot
        - b. Fans (E) but still an issue
        - c. Temperature control. HVAC.
        - d. Roof leaks/concern with mold
      - 9. Not all classrooms have windows on two sides
        - a. Not operable: Except the high windows
      - 10. Storage needed
      - 11. Would like instruction at all grade levels
      - 12. Project base learning
      - 13. Small group instruction
      - 14. Staff would like new furniture
        - a. Staff has "hand-me-downs"
        - b. Take pride in their work with their environment - retains staff

# BRANDON ELEMENTARY SCHOOL SITE MEETING

- B. Kindergarten
  1. Floor is too hard – need for various seating (at floor)
  2. Doors at kinder create a wind tunnel
    - a. Interior doors need hardware improvement
- C. Art
  1. At individual classrooms now, but may change
    - a. "Art on a cart" would be worse-case
- D. Technology
  1. Chrome and iPad book storage is cumbersome
    - a. Spread out?/not designed well
  2. Need better clock system
- E. Music
  1. Have a dedicated room now
- F. Physical Education / Playgrounds
  1. Need areas outdoors that are not athletic related (differing play areas)
    - a. Covered spaces, tables
  2. Better sensory options at playfields
  3. Would like "Learning Tree" swings
  4. Want safe playgrounds with shade
  5. "Productive" play
  6. Would like yoga instruction at all grade levels
- G. Outdoor Classroom/Space
  1. Would like shade
  2. Outdoor space at classrooms
  3. Outdoor learning space at MPR with shade
  4. Wifi is important but sometimes spotty
  5. Shade areas for pull out spaces with roof
  6. Allow for kids to spread out
    - a. Imagination space
    - b. Variety of activity/space
- H. Science
  1. Taught in classrooms
    - a. Need more space
- I. Drama
  1. Good space (E) now in MPR
- J. Special Education
  1. Moving to the Action Center
    - a. Issues with distraction that affects instruction
  2. Maybe a "calm" space located inside the quad and out of the classroom
  3. More sensory activities for students with sensory disorders (ASD, SPD)
- K. Spaces between classroom blocks needs to be utilized and/or refurbished
- L. Computer lab is still a viable space
  1. Add a Maker space

- a. Ideally near playground (supervision)
- V. Support Services Needs / Desires
    - A. Administration
      1. Front office is hard to find
      2. Wayfinding/signage
      3. All spaces are too small
        - a. not enough room at front counter
        - b. Need more spaces, smaller for specialized uses
      4. No privacy
        - a. Need space for private conversation
          - i. With phone (not shared)
      5. Teacher workroom too small
      6. Need more storage
      7. Spaces don't work well
      8. Would like to see better systems like a "drop box" system
      9. Add a safe for money (A lot of money at school)
      10. Lounge
        - a. Sink is too small
        - b. Would like additional microwave to meet large staff need
        - c. No oven
      11. Principle would like back door at his office
        - a. Can't escape from quad
      12. Need a "Chill" space
        - a. Soft/colorful/cushy space
        - b. Place to "cool off"
    - B. Counseling
      1. Nurse doesn't have enough space
        - a. Floating nurse to multiple sites
        - b. Space not adequate for hearing/sight testing
        - c. Needs HEPA Filter/better ventilation
      2. In general, not enough spaces
      3. Health office
        - a. Concerned for safety and would like a back door for better access
      4. Speech Therapist, Learning center, and psychologist need a dedicated space
        - a. Need pull out/targeted space for small groups of 6-8 students
        - b. Psychologist space is too small and not adequate – Maybe the "calm" space can be near
        - c. More and more disgruntled student population
      5. IEP- would like more support for child and parent with psychologist. More services and summer programs for continuity for IEP kids.
        - a. Quiet spaces or rooms/variety of spaces (IEP)
    - C. Library / Media Center
      1. Need more variety of spaces

# BRANDON ELEMENTARY SCHOOL SITE MEETING

- 2. Getting ceiling mounted projector
- 3. Visibility nooks
- 4. White noise machines
- 5. Comfortable furniture
- 6. Accessibility
- 7. Distractibility
- D. Multipurpose / Cafeteria
  - 1. Newest in district but limited in technology
  - 2. Good size, accommodates student body
  - 3. Needs better ventilation
  - 4. Under utilized
  - 5. Has stage with lift
  - 6. Serves its function
  - 7. No covered walkway to the rest of the campus
  - 8. Cafeteria
    - a. Ugly, cold, very sterile, old
    - b. More like a covered patio
    - c. Good size but not adequate
    - d. Too loud – issues with over stimulation for kids with sensory issues.
      - i. Area near cafeteria between classrooms as “calm” space
    - e. Would like a secondary covered area for eating.
    - f. Food service/kitchen is good
  - 9. MPR kitchen is not usable, never built-out
- E. Food Services
- F. Restrooms
  - 1. Not enough
  - 2. Only one kinder classroom with RR
    - a. They use other restrooms during recess
  - 3. Staff RR has bad ventilation, old, and not enough
    - a. Too far from the rest of campus
    - b. Would like a RR in the library
- G. Maintenance & Operations
  - 1. More staff is planned for maintenance
  - 2. Work orders sent through principle
- VI. Site / General Needs / Desires
  - A. Entry / 'Front Door'
    - 1. Not welcoming (gates/fence)
      - a. Too much grey
  - B. Security
    - 1. Fairly well protected now
      - a. Concern is for “getting out”
    - 2. Would like shades for Lock Down and thermal issues

- C. Sustainability
  - 1. Likes the idea of solar shading/canopies at parking lot
  - 2. Incorporate a learning opportunity for kids – lead by example
- D. Acoustics
  - 1. Bad at eating area/cafeteria
- E. HVAC / Thermal Comfort
  - 1. AC is a high on the interest list
- F. Electrical Power
  - 1. More outlets
- G. IT / Data
- H. Daylighting
  - 1. Good
  - 2. Need some shading
- I. Ventilation
  - 1. Upper windows are hard to operate
  - 2. Existing fans are not enough
  - 3. Old units. Filtered system changed regularly
- J. Restrooms
- K. Vehicle circulation / drop-off
  - 1. Kinder drop off backs everyone up
- L. Parking
  - 1. Cannot accommodate all staff (Expand Parking)
  - 2. Add 2<sup>nd</sup> lot at north with secondary bus drop off
  - 3. Need ± 50-60 for staff
  - 4. AC pavement in need of full replacement (beyond repair) at north
  - 5. Bike rack location is not ideal
  - 6. Fire lane being used as a track – works for them
- M. Bus drop-off
  - 1. Not ideal
  - 2. Locate bus drop off at street, not in parking lot
  - 3. Traffic backs up
  - 4. Need to improve flow
- N. Pedestrian Circulation
  - 1. Lights
    - a. Evening lights lacking - too dark
- O. Interior “bowl” with stage - great area for ceremonies/events
- P. Suggest better planting, succulents – less maintenance

Closing / Follow up

# BRANDON ELEMENTARY SCHOOL SITE MEETING



Goleta Union School District  
Facilities Master Plan  
PMSM #018194.01

## FACILITIES SITE MEETING # 1 MINUTES

DATE: March 21st, 2019  
TIME: 8:00am  
LOCATION: Brandon Elementary School  
RE: Facility Site Meeting

PRESENT: Martin Hartmann, 19six Architects  
Cynthia Diaz, 19six Architects  
Tim Berry, GUSD Custodial Supervisor  
Robert Matheny, GUSD MOT Director  
Frank Alfino, GUSD Painter

- I. Building Envelope, Interiors and Programs
  - A. Nurse's sink and restroom to be updated to ADA standards for children's age group
  - B. Roof/overhang leak/spillage
  - C. Action Centers would like small group areas
  - D. Dishwashers and cabinetry need replacing
  - E. Standardize door hardware system
  - F. Re-carpeting throughout all classrooms and offices
  - G. Termite infestation
  - H. Switch out cloth tack-board for vinyl tack-board
  - I. Custodial sinks need water resistant wall finishes around sinks
  - J. 10 Roof leaks throughout campus
  - K. Frank, MOT Painter, has already looked into a new color scheme for each campus
  - L. Window screens
  - M. MPR acoustical panels are falling apart
  - N. Not enough storage for chairs, tables and activity equipment that takes place in MPR
  - O. Principle and conference room set up is the ideal office for other campuses
  - P. Nets are up keep the Swallow birds from nesting
  - Q. Every school needs more storage
  - R. Interested in Sea Trains for furniture storage. Currently used on campuses as Disaster shed
  - S. All restrooms need ADA upgrades
  - T. All schools are Mac based
  - U. Dislike the prison look of the campus
  - V. Develop standards for break rooms: furniture, water, electricity, etc.

- W. Remodeling Action Center A to a kinder this June
- X. Prefer metal doors and windows for termite abatement and weathering

- II. Site, Circulation and Safety
  - A. Visibility screen for vulnerable kindergarten room
  - B. Library has a raised platform that is not accessible with a large collection of books on it
  - C. Blacktop to be resurface
  - D. Future staff parking on North West field
  - E. Kinder gate readily open
  - F. Fire truck access gate needs updating (not 20')
  - G. Better lighting for security
  - H. Exit signage needed in all exterior doors in all buildings
  - I. Site signage for ADA restrooms
  - J. Move kindergarten playground gate from NW corner of room 2, to NE corner of room 6 for future TK and current Kinder in room 4 to have direct access to Kinder playground
  - K. Outside lights are on timers and would like dawn-to-dusk on all campuses
  - L. A lot of winter events between Cafeteria and MPR and would like more lighting and a better path between both
  - M. Need adequate and more security cameras
  - N. Getting ready to pull out the right side playground rubber floor. Want tiles instead

- III. Systems
  - A. Flooding occurs around campus where roof/overhangs leak and drainage is needed
  - B. Irrigation is outdated
  - C. Plumbing supply upgrades needed
  - D. Fix all clocks to have both digital and analog
  - E. All drinking fountains/water fill stations need to be updated to ADA standards
  - F. All classrooms need a dedicated computer charging storage with appropriate electrical support and lock safety
  - G. Update phone system
  - H. PA System to be updated and reach MPR
  - I. Brittle plastic chases/conduit. Prefer metal chases and electrical plates
  - J. Electrical upgrades needed
  - K. All electricity runs on one side of the classrooms. Fire Marshall warns them to not overload electrical outlets
  - L. Air-conditioning needed
  - M. Lighting needed for dark evening events to connect campus to MPR
  - N. Not enough electrical service in MPR. Needs updating
  - O. Current HVAC fans are too noisy. Teachers like the wall fans with remote
  - P. TV/Smart system is good at this campus
  - Q. Need a reliable WiFi and electrical feed
  - R. Small storm drains pile up
  - S. Complaints from teachers/staff for leaks, termites, rotting windows



## 2020 FACILITY NEEDS PROJECT LIST

Roofing Replacement, per Roofing Assessment Report

Parking / Circulation Improvements

Solar Parking Shade Structure with Solar Battery Storage and E-Vehicle Charging Stations

New Shade Structure in Large Playground

New Shade Structure in Kindergarten Yard

New Shade Structure in Garden

Modernize Existing Classrooms, Administration, and Support with Furniture

New 2,000 sq.ft. Library / Media / STEAM Center

New Classroom Pod - Four (4) Classrooms

New Portable Classroom for After-School Program

Infrastructure Improvements

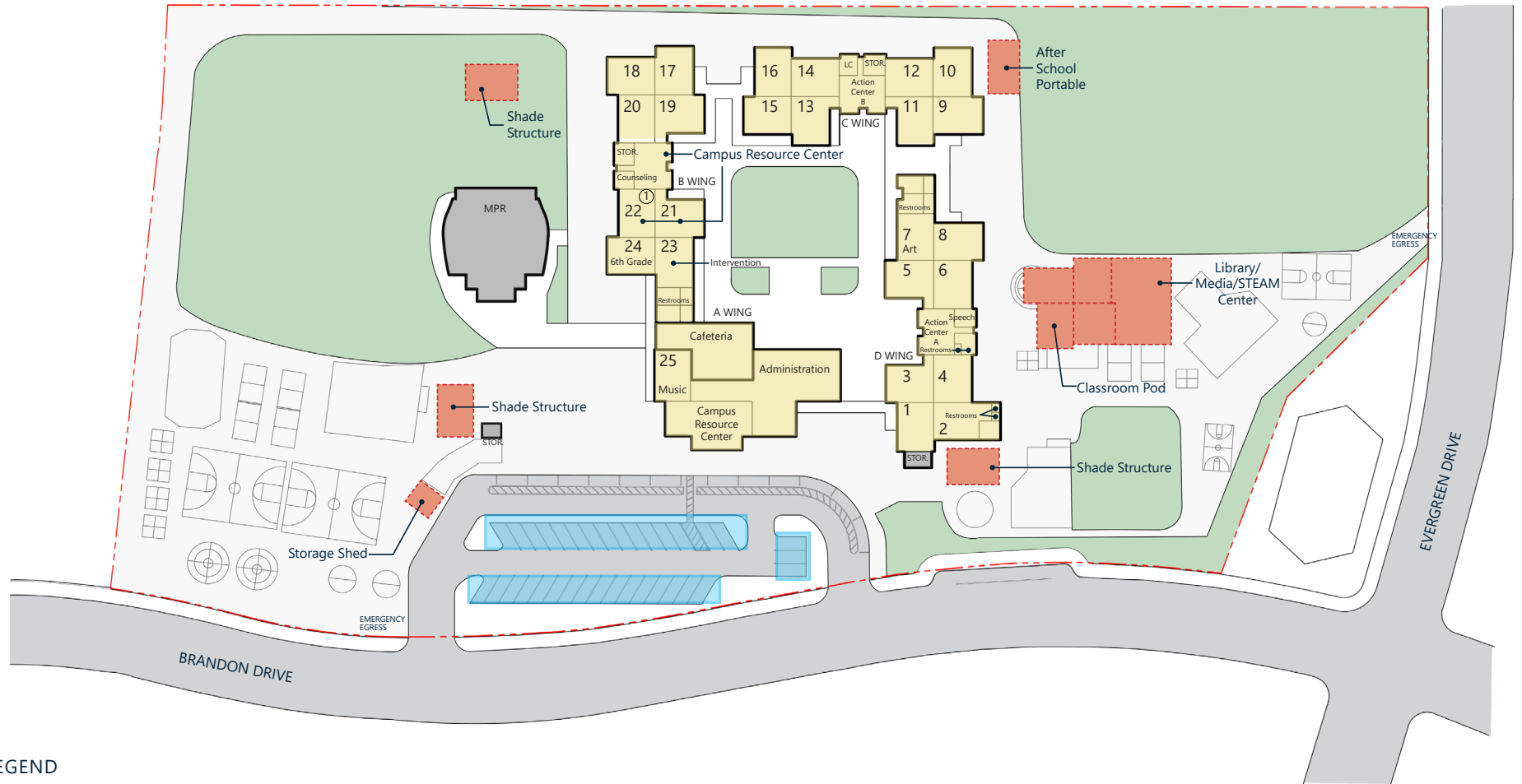
New Storage Shed

Pavement Improvements per Paving Assessment Report

New Heating, Ventilation and Air Conditioning System

Exterior LED Site Lighting

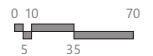
# CONCEPT SITE PLAN



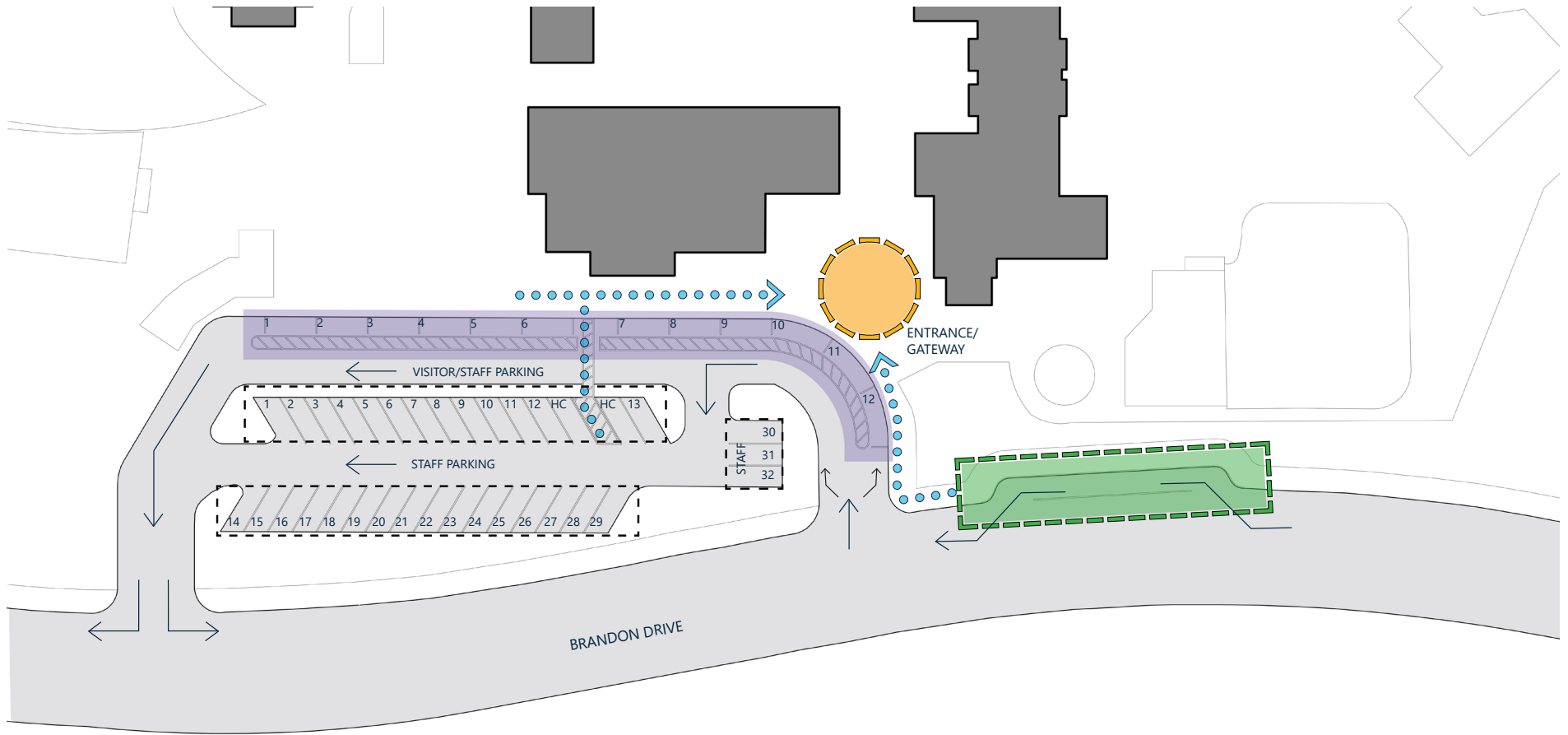
## LEGEND

- Existing Structures
- New Construction
- Removed (E) Portable Structure
- Solar Parking Shade Structure (8,000 sq.ft. total)
- Modernization
- X WING Building Name\*
- XX Room Number\*  
\*See Facility Assessment Scoring Sheet for further information
- ⊗ Numbered Note

① Computer lab to be relocated to Library/Media/STEAM Center. After-school program in room 22 to be relocated to the portable. Current Computer lab will become a Campus Resource Center, along with room 22 and 21, SDC/RSP, by switching the Intervention and 6th grade class to 23 and 24.

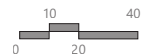


# CONCEPT CIRCULATION SITE PLAN



## LEGEND

- Modified Drop Off Lane
- Proposed Bus Drop Off
- Solar Panel Structure Above
- Existing Entrance/ Gateway
- Pedestrian Circulation



# EL CAMINO ELEMENTARY



# EL CAMINO ELEMENTARY SCHOOL

5020 San Simeon Drive, Santa Barbara, CA 93111



Year Built: 1965

Acreage : 8.6 Acres  
7.85 Usable Less Parking

Current Enrollment: 237

Class Size Average: 21.5

Total Classroom Spaces: TK-3RD: 9  
4TH-6TH: 4

# EXECUTIVE SUMMARY

## SITE

The El Camino Elementary School campus is located at 5020 San Simeon Drive in Santa Barbara, CA. The campus is bounded to the north by the railroad and the US 101 Highway; to the east by an open space at the terminus of San Marcos Road; to the south by San Simeon Drive; and by private residences at its western boundary, along San Julio Avenue. The site is a rectangular, 8.6-acre site that has its long axis in the north-south direction, perpendicular to San Simeon Drive.

The school's campus is comprised of ten buildings, which are generally located at the southeastern quadrant of the site. Nine of the buildings are arranged in a cruciform layout that is centered around a central, paved and landscaped quadrangle. Additionally, three of the four arms in the cruciform layout each contain a smaller, quadrangles within them. The nine buildings are interconnected by colonnaded walkways, and house the school's instructional, multipurpose, library, administrative and support spaces. The campus's tenth building is a portable structure along the western edge of the site. It houses student support services for the school.

The area for the school's blacktop and play structures is bounded along its southern and western edges by the school's cruciform layout. The recreational fields are located immediately north of the blacktop and play structures area.

A passenger drop-off, staff and visitor parking lot are located at the southwestern corner of the campus, directly off of San Simeon Drive. Additionally, there is another parking lot along the eastern edge of the campus, directly off of the intersection of San Simeon Drive and San Marcos Drive. There are two accessible paths of travel between each of the staff and visitor parking lots and the school's main entrance- defined by signage, pavement striping, curb cuts, sidewalk ramps and a sidewalk. In total, there are three accessible parking stalls provided on the campus. All stalls are immediately adjacent to the paths of travel.

## BUILDINGS

El Camino Elementary school was built in 1965 with subsequent alterations, completed since its construction, and with currently only one portable building that was brought to the campus in 2001. El Camino was the last of a series of five schools built with seven rectangular concrete block buildings, including eighteen classrooms. The construction of all original buildings consists of a concrete masonry exterior, wood frame interior walls, wood framed single-paned windows, and concrete slab sub-flooring and exterior paths. The only portable building is almost twenty years old and is in need of infrastructure and accessibility upgrades.

All of the original buildings are connected and protected by a flat roof supported by a colonnade. The roof is in major need of repair. The 19Six team observed water runoff and overflow from the roof(s) due to a lack of roof gutters and inadequate roof slopes. Replacement of the entire roof, with proper water drainage and sloping, is necessary.

El Camino it is also evident that there is termite damage that includes: exterior and interior wood finishes, window trim and framing; and door trim and framing. Some of the original exterior wooden columns, that make up the exterior colonnade, have been replaced with metal, or a new wooden member with a concrete base, as the original columns have been deteriorating with termites, weathering and pedestrian traffic. Currently, district-wide green-campus measures for addressing termites have not been effective.

All pathways from the public right-away(s) to, from and within the campus need to comply with current American Disabilities Act requirements and Fire Life Safety standards. All accessible pathways require requisite ADA compliant signage and (emergency) egress points need to be visually designated, accordingly. All staff restrooms need to be ADA compliant. The currently accessible -designated (student) restrooms, drinking fountains and parking stalls require updated signage to comply with the American Disabilities Act.

All campus door hardware lock and unlock from their exterior side. Therefore, each door has a Lock-Block in case of a shooter-related intruder. Staff expressed the need for safer door hardware system and window screening. It was observed at the Nurse's office there is only a high window next to an exterior door that opens into the main courtyard. A window at eye level would be ideal for safety in this office. Visibility is also a concern from the front desk administration office and the principal's office out to the main entrance that also serves as the drop-off/pick-up and parking lot. The kindergarten classrooms feel they are the most vulnerable to an intruder being that the classrooms are in front of the school and adjacent to the main entrance with no window or fence screening.

# EXECUTIVE SUMMARY

## PROGRAM SPACES

The Teacher’s Lounge is currently under utilized as so. The principal shared the need for combining the current Library room and the Lounge to become one large Workroom/ Lounge, relocating the Library to Building 17, and relocating the counseling offices from Building 17 to what is currently the Workroom in the Administration building. The current Library is crowded with tight and narrow spaces that don’t allow for a wheelchair to get around or lounge reading spaces. Relocating the Library to Building 17 could provide the space needed for its large collection of books. The resources relocated from Building 17 to the current Workroom would house the counseling next to the other counseling and support staff.

El Camino has many student and family events. The Principal expressed the need for an official large event area to be located north side of the Multi-Purpose Room.

The need for a larger conference room was expressed at the site visit with the combination of the Principal’s office and the adjacent conference room to be one large room to allow for a dozen people to gather, as it is at Brandon Elementary.

## BUILDING SYSTEMS

### HVAC:

Generally, the spaces on the campus are heated by gas-fired, forced air units (FAU). Each classroom has an FAU that is individually controlled. Indoor thermal comfort during warm weather is generally poor/unpleasant on the campus due to poor natural ventilation provided by nonfunctional, operable windows and a lack of air conditioning.

### Plumbing:

Although there are references to a history of plumbing infrastructural upgrades on the campus, the scope of the work cannot be verified. Therefore, plumbing infrastructural upgrades up to and within the campus need to be completed. The campus does not have clean-outs and there is a general issue of calcification build up occurring on the campus.

### Electrical:

The last upgrade to the campus’ electrical infrastructure occurred over twenty years, ago. However, the scope of electrical work was limited and of poor quality. The school’s curriculum now encompasses new technologies, e.g. Chrome Books or iPads – that require updated and modern infrastructure. Therefore, electrical infrastructural upgrades up to and within the campus need to be completed.

### Technology:

A reliable Wi-Fi network is necessary to keep up with growing need. More than one monitor per classroom is requested for break out of student and lecture groups. Please see section District Offices Executive Summary, Technology: District Wide Needs for more information.

# SITE AERIAL



# FACILITY ASSESSMENT DATA SCORING SHEETS

This worksheet establishes data for determination of priority projects across a campus or district wide level. Please note that the findings in this spreadsheet are based on the architect's field observations only. In the event any hazardous, structural, or fire and life safety discrepancies are witnessed by the architect, the district may be required to conduct additional testing or research to ensure the safety of the students, staff, and community. The architect will report any findings of this nature to the district.

Rating Key		1-5
1=	no repair necessary	6-10
2=	cosmetic repair necessary	11-15
3=	preventative maintenance necessary	16-20
4=	repair necessary	21-25
5=	repair necessary for use past 2 years	26+
6=	major repair needed for immediate continued use	

BUILDING	RELO (Y/N)	MODULAR (Y/N)	ROOM	USE	DSA#	YEAR BUILT	AGE	AGE SINCE MOD	HAZ	STRUCT.	FLS	BLDG ADA	ROOF	ENVL.	GLAZING	ACOUS.	DAYLITE	HVAC	SITE ADA	SITE UTIL	SECRTY	AESTH.	SUM	PRIORITY FACTORY
010	N	N	Reception	Admin.	2030	1929	90	20	1	1	4	4	4	2	4	4	4	4	4	4	4	3	53	21.2
	N	N	Student Records	Admin.	21938	1929	90	20	1	1	1	4	4	2	4	1	4	4	4	4	4	3	44	17.6
	N	N	Principal's Office	Admin.	29863	1929	90	20	1	1	4	4	4	2	4	1	4	4	4	4	4	3	50	20.0
	N	N	Teacher's lounge	Faculty	49298	1929	90	20	1	1	4	4	4	2	4	3	4	4	4	4	4	3	52	20.8
	N	N	Men's Restroom	Restroom	100995	1929	90	20	1	1	1	4	4	2	4	1	1	4	4	4	1	3	38	15.2
	N	N	Women's Restroom	Restroom	102124	1929	90	20	1	1	1	4	4	2	4	1	1	4	4	4	1	3	38	15.2
	N	N	Workroom	Faculty	119436	1929	90	20	1	1	4	4	4	2	4	1	1	4	4	4	4	3	47	18.8
	N	N	Storage	Admin.		1929	90	20	1	1	1	4	4	1	1	1	1	1	4	1	1	2	27	10.8
	N	N	Nurse	Nurse		1929	90	20	1	1	4	4	4	2	4	1	4	4	4	4	4	3	50	20.0
	N	N	Unisex Restroom	Nurse/Students		1929	90	20	1	1	1	4	4	1	1	1	1	4	4	4	1	3	34	13.6
	N	N	Mechanical Room	Faculty		1929	90	20	1	1	1	4	4	2	1	1	1	1	4	4	1	2	31	12.4
	N	N	Halls	Circulation		1929	90	20	1	1	4	4	4	2	1	1	1	1	4	4	1	2	41	16.4
030	N	N	Library	Library	2030	1929	90	20	1	1	4	4	4	2	4	1	4	4	4	4	3	50	20.0	
	N	N	Kinder Reading	Library	29863	1929	90	20	1	1	4	4	4	2	4	1	4	4	4	4	4	3	50	20.0
	N	N	Librarian Desk	Library	40377	1929	90	20	1	1	4	4	4	2	4	1	4	4	4	4	4	3	50	20.0
	N	N	Mechanical Room	Mechanical	49298	1929	90	20	1	1	1	4	4	2	1	1	1	1	4	4	1	2	31	12.4
	N	N	ADA/Changing Table	Restroom	100995	1929	90	20	1	1	1	4	4	2	1	1	1	4	4	4	1	3	35	14.0
	N	N	Chair Storage	MPR Storage	101748	1929	90	20	1	1	1	4	4	2	1	1	1	1	4	1	1	2	28	11.2
	N	N	Kitchen	MPR	102124	1929	90	20	1	1	4	4	4	2	1	4	1	4	4	4	4	2	46	18.4
	N	N	Storage	MPR Storage	119436	1929	90	20	1	1	1	4	4	1	1	1	1	1	4	1	1	2	27	10.8
	N	N	Storage	MPR Storage		1929	90	20	1	1	1	4	4	1	1	1	1	1	4	1	1	2	27	10.8
	N	N	Speech	Counseling		1929	90	20	1	1	1	4	4	2	4	1	1	4	4	4	4	3	41	16.4
	N	N	Psychology	Counseling		1929	90	20	1	1	1	4	4	2	4	1	1	4	4	4	4	3	41	16.4
	N	N	Mechanical Room	Mechanical		1929	90	20	1	1	1	4	4	2	1	1	1	1	4	4	1	2	31	12.4
	N	N	Electrical	Electrical		1929	90	20	1	1	1	4	4	2	1	1	1	1	4	4	1	2	31	12.4
	N	N	Hall	Circulation		1929	90	20	1	1	2	4	4	2	1	1	1	4	4	1	1	2	33	13.2
	N	N	MPR	MPR		1929	90	20	4	6	2	4	6	6	4	4	1	4	4	4	4	3	88	27.2
	N	N	Stage	MPR		1929	90	20	4	6	2	4	6	6	1	1	1	4	4	4	1	6	82	24.8
	N	N	Storage	Stage Storage		1929	90	20	1	1	1	4	4	2	1	1	1	1	4	1	1	2	28	11.2
K20	N	N	Kindergarten A	Classroom	24224	1964	55	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
	N	N	Restroom 1A	Classroom	29863	1964	55	20	1	1	1	4	4	1	1	1	1	4	4	4	1	3	34	13.6
	N	N	Restroom 2A	Classroom	100995	1964	55	20	1	1	1	4	4	1	1	1	1	4	4	4	1	3	34	13.6
	N	N	Storage A	Classroom/Play yard	101761	1964	55	20	1	1	1	4	4	1	1	1	1	1	4	1	1	2	27	10.8
	N	N	Kindergarten B	Classroom	102124	1964	55	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
	N	N	Restroom 1B	Classroom	119436	1964	55	20	1	1	1	4	4	1	1	1	1	4	4	4	1	3	34	13.6
	N	N	Restroom 2B	Classroom		1964	55	20	1	1	1	4	4	1	1	1	1	4	4	4	1	3	34	13.6
	N	N	Storage B	Classroom/Play yard		1964	55	20	1	1	1	4	4	1	1	1	1	1	4	1	1	2	27	10.8
040	N	N	12	Classroom	21938	1962	57	20	1	1	4	4	4	3	4	1	1	4	4	4		3	44	17.6
	N	N	13	Classroom	26040	1962	57	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
	N	N	14	Classroom	29863	1962	57	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
	N	N	15	Classroom	36435	1962	57	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
					100995						4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
					101748																			
					101761																			
					102124																			
					119436																			
050	N	N	16	Classroom	21938	1962	57	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
	N	N	17	Classroom	26040	1962	57	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
	N	N	18	Classroom	29863	1962	57	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
	N	N	Boys Restroom	Restroom	36435	1962	57	20	1	1	1	4	4	3	1	1	1	1	4	4	1	3	33	13.2
	N	N	Girls Restroom	Restroom	100995	1962	57	20	1	1	1	4	4	3	1	1	1	1	4	4	1	3	33	13.2
	N	N	IT	IT	101748	1962	57	20	1	1	1	4	4	1	1	1	1	4	4	4	1	2	33	13.2
	N	N	Custodial	Custodial	101761	1962	57	20	1	1	1	4	4	3	1	1	1	1	4	4	1	3	33	13.2
	N	N	Storage	Resource	102124	1962	57	20	1	1	1	4	4	1	1	1	1	1	4	1	1	2	27	10.8
					119436																			
060	N	N	8	Classroom	28040						1	4	4	3	4	1	1	4	4	4	4	3	48	19.2
	N	N	9	Classroom	36435						1	4	4	3	4	1	1	4	4	4	4	3	48	19.2
	N	N	10	Classroom	100995						1	4	4	3	4	1	1	4	4	4	4	3	48	19.2

# FACILITY ASSESSMENT DATA SCORING SHEETS

	N	N	Dolphin's Cove	Meeting	A#101810	1965	54	20	1	1	1	4	4	3	1	1	1	1	4	4	1	3	33	13.2	
	N	N	PE/Staff	Storage	A#25489	1965	54	20	1	1	1	4	4	3	1	1	1	1	4	4	1	2	32	12.8	
090	N	N	5	Classroom	A#119105	1965	54	20	1	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
	N	N	6	Classroom		1965	54	20	1	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
	N	N	7	Classroom	A#101852	1965	54	20	1	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
	N	N	8	Classroom	A#101810	1965	54	20	1	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
17	Y	Y	Psychologist Office	Office	A#104646	2001	18	18	1	1	1	4	4	4	3	4	4	3	1	4	4	4	3	50	18.0
	Y	Y	Psychology	Psychology		2001	18	18	1	1	1	4	4	4	3	4	4	3	1	4	4	4	3	50	18.0
	Y	Y	Speech	Speech		2001	18	18	1	1	1	4	4	4	3	4	4	3	1	4	4	4	3	50	18.0
Parking	N	N	Parking	Parking		1965	54	20	1	1	1	4	1	1	3	1	1	1	1	4	1	4	3	33	13.2

# EL CAMINO ELEMENTARY SCHOOL SITE MEETING



Goleta Union School District  
Facilities Master Plan  
PMSM #018194.01

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## SITE MEETING # 1 MINUTES

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DATE: April 16th, 2019  
TIME: 3:30/5:30pm  
LOCATION: El Camino Elementary School  
RE: Site/Community Meeting

PRESENT: Rosa Alvarado, 19six Architects  
Roland Flores, 19six Architects

### STAFF MEETING

Kristina Delterus, Library  
Mary Bainou, Teacher (4<sup>th</sup>)  
Kandie White, Teacher (3<sup>rd</sup>)  
Ruthie Manzo, Teacher (2-3<sup>rd</sup>)  
Karen Neuenschwander, District nurse  
Linda Sparkuhl, Teacher (4-5<sup>th</sup>)  
Nina Bolton, Teacher (K)  
Kimberly Spiewak, Teacher (K)  
Libby Baker, Teacher (5-6<sup>th</sup>)  
Briana Graziano, Teacher (2<sup>nd</sup>)  
Rosalinda Greening, Office manager  
Amanda Martinez, Principle  
Margaret Saleh, Deputy Superintendent  
Marika Dundore, Teacher  
Luisiana (Lucy) Figueroa, PGS/Parent

### COMMUNITY MEETING

Cary Kwasizur, Parent  
Cressida, Parent  
Luisiana (Lucy) Figueroa, Parent

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- I. Introductions
- II. Process Overview
- III. Education Specifications
  - A. STEAM
    - 1. Have space now, but may need new space
      - a. If dual immersion program added
  - B. Community / State / Global Trends / Needs
    - 1. Parent resource room
      - a. Computer
      - b. Printer
      - c. Meeting area
      - d. Library resource for parents
      - e. Host workshops
- IV. Instructional Space Needs / Desires
  - A. Regular Classroom
    - 1. Monitors are too high – add an arm?
    - 2. Need pull out room
    - 3. "Smart classroom" – "Alexa" integrated technology
    - 4. Flexible furniture
      - a. Modular/different configurations
      - b. Standing/seating options
    - 5. Space for small group
    - 6. Additional blinds
    - 7. Dimmable lights
    - 8. Issues with HVAC
    - 9. More natural light
    - 10. Outdoor classroom extension
    - 11. Tackable Surfaces – too much CMU block
      - a. Paint block walls so that they can tape to it
      - b. Block – not warm enough (paint?)
      - c. Walls – usable/attractive
      - d. No carpet/acoustics would need to be considered
      - e. Need AC
      - f. Windows – hard to operate
        - i. Make integral blinds inside window
        - ii. Motorized/Smart CR
      - g. Disbursed cubbies
      - h. Back-pack/storage
      - i. Adaptable teaching desk/station
        - i. Power/data at floor
    - 12. Not enough storage at entrances

# EL CAMINO ELEMENTARY SCHOOL SITE MEETING

## B. Kindergarten

1. (2) kinders now
  - a. If dual immersion – (3) K
2. Evaluate sinks in room
3. Storage room between Kinders are very dated
  - a. Needs lighting/better built-ins
4. Termites (all buildings)
  - a. Need better storage for:
    - i. Outdoor play items
    - ii. Garden materials
5. Shade structure for kinder
6. PE storage space- termites/not adequately sized

## C. Art

1. In STEAM lab – would like true “Maker space”
  - a. If they grow, then they will lose dedicated space for art

## D. Technology

1. 2 Monitors
  - a. One mobile
2. Dedicated computer lab as classrooms don’t have enough iPads or Chrome books

## E. Music

1. Have dance/movement program – use MPR
2. Afterschool music
  - a. In classrooms
  - b. Would be great to have dedicated space and storage

## F. Physical Education / Playgrounds

1. Fields need to be refurbished/leveled/renovated
  - a. Artificial turf for part of the fields
2. Blacktop needs to be of different materials, based on activity
  - a. E.g. flexible surfaces
  - b. E.g. tennis court surface
  - c. Green not as rough
  - d. Permeable paving in lieu of blacktop
3. Re-zoned playground/blacktop
  - a. E.g. locate play structures closer to campus
4. More swings
5. Interactive/exploratory play areas
  - a. More engaging, for curious learning
6. Fields

- a. Bad gopher/squirrels
  - b. Trains – need noise buffer
7. Playground
    - a. Ground surface is “balding”
    - b. Restructured to be more user friendly
    - c. Handball – moved to outer play area
    - d. Kinder sandbox – remove
    - e. PE – storage needed

## G. Outdoor Classroom

1. More outdoor learning environment at classroom and dedicated space
  - a. With shade/structure
2. Expand into open field
3. Outdoor amphitheater
4. Re-grade field
5. Garden
  - a. Need to fence off from homeless eating produce

## H. Science

1. NGSS - Would like dedicated lab space
  - a. More storage needed

## I. Drama

## J. Special Education

1. Mild/moderate Spec. Ed. - should be more central
2. In portable

## K. Need more/better storage

1. Mobile/writing surfaces/sliding boards?

## V. Support Services Needs / Desires

### A. Administration

1. More or larger windows and visibility from Admin. area
  - a. Less dark glass
2. Waiting area
3. Separate disciplined students from public
4. Admin. area is too small
  - a. Dedicated areas for parent and kids waiting in admin.
5. More obvious (improve office presence); visible from parking lot
6. Need teacher space/for collaborative space
  - a. Meeting space (12-15 people)
7. Conference room with technology – IEPs, grade level meeting

# EL CAMINO ELEMENTARY SCHOOL SITE MEETING

- 8. Nurse/speech/counseling/community liaison/social worker
    - a. All borrowing space "specialist" spaces are lacking
  - 9. Nurse – Match Isla Vista's model (office, cot room, 10' exam room)
    - a. ADA restroom
  - 10. All these spaces are sub-standardized
  - 11. Lounge
    - a. Need nicer, more appropriate storage, refrigerators, new furniture, need microwave
    - b. Would like better seating options
    - c. Add exterior furniture with shade
    - d. No sink, cabinets
    - e. Seating in copy/workroom needed
  - 12. Kiosk at front of school needs repair
    - a. Local teenagers break in and change the sign
- B. Counseling**
- 1. Specialist (after school)
    - a. Dedicated classroom
  - 2. Speech counseling (need homebase)
    - a. Located in central admin area
- C. Library / Media Center**
- 1. Too small
  - 2. Summer use
  - 3. More space for a diverse collection
  - 4. Room for technology/computer/media
    - a. With glass wall
  - 5. Diverse spaces
    - a. Nooks "cozy corners" with bean bags
    - b. Alternative recess – board game area
    - c. Study/meeting place
  - 6. Place for lower grades to sit
    - a. Meeting rooms, media, resource space(s)
  - 7. Exterior amphitheater for reading
  - 8. Sound
- D. Multipurpose / Cafeteria**
- 1. Needs to be larger
  - 2. Accessible issues
  - 3. Aesthetics
  - 4. Collapsible bench seating
  - 5. "Folding" or "overhead" doors to expand existing space; tables use to fit into walls
  - 6. Shading eating space for kids with lighting
    - a. Immediately outside MPR and in playground

- b. Maybe near big toy
  - 7. Better sound, technology (in a new MPR)
    - a. Dedicated art production area
      - i. Music, art, maker rooms
      - ii. Flexible spaces
      - iii. Dance space
  - 8. Needs facelift, risers
  - 9. Stage is not accessible
  - 10. Better lighting
  - 11. Lacks storage
  - 12. STEAM
    - a. With all dedicated Music, Art, Science, storage flexible spaces for after school
- E. Food Services**
- 1. Enhanced kitchen access/equipment for afterschool/community events
  - 2. Pantry/lounge for students away from kitchen– "second chance breakfast" – to eat a snack/breakfast
  - 3. Food options with community events – difficult to use kitchen
  - 4. Waste is an issue
    - a. Dishes/cutlery with dishwasher sustainability
  - 5. Water is an issue
    - a. Dishwashers break due to calcification – need water softeners
  - 6. Better storage
- F. Restrooms**
- 1. Adult
    - a. An adult accessible restroom needed on campus
    - b. (2) unisex in MPR
    - c. (3) office (2) Women's, (1) Mens
  - 2. Preschool CR (without restroom)
  - 3. Children restrooms
    - a. Need refurbishment
    - b. Dark, "scary", need in kinder classrooms
- G. Maintenance & Operations**
- 1. Field maintenance issues, more green space
- H. Portables**
- 1. Replace structures
  - 2. "Modern" Space
- I. Lighting**
- 1. Better/enhance campus-wide exterior lighting

# EL CAMINO ELEMENTARY SCHOOL SITE MEETING



Goleta Union School District  
Facilities Master Plan  
PMSM #018194.01

## FACILITIES SITE MEETING # 1 MINUTES

DATE: March 1st, 2019  
TIME: 8:00am  
LOCATION: El Camino Elementary School  
RE: Facility Site Meeting

PRESENT: Martin Hartmann, 19six Architects  
Cynthia Diaz, 19six Architects  
Tim Berry, GUSD Custodial Supervisor

### VI. Site / General Needs / Desires

- A. Entry / 'Front Door'
  - 1. Need to make it more inviting/welcoming
  - 2. More landscaping/zero-scape
  - 3. Better green space, trees (appropriate)
- B. Security
  - 1. Safety issue at northeast corner of site, along path into/out of "tatem property"
    - a. Need cameras, lights
  - 2. Safety committee – work with them to implement upgrades
  - 3. Back gate is good but hard to use/limited access
  - 4. Safety issue with path by city water – need cameras
  - 5. Openness is an issue (security at kinder)
- C. Sustainability
- D. Acoustics
- E. HVAC / Thermal Comfort
  - 1. AC needed
- F. Electrical Power
- G. IT / Data
- H. Daylighting
- I. Ventilation
- J. Restrooms
- K. Vehicle circulation / drop-off
  - 1. Separate kindergarten drop-off/entrance
  - 2. Speed bumps along San Simeon Drive to address speeding issues
  - 3. Cross-walk striping at driveways into/out of parking
- L. Parking
  - 1. Would be adequate, but lot is not easily accessible – suggest better access to secondary lot
  - 2. Access/traffic congestion lines at parking lot
  - 3. Flow was not designed for this many cars
- M. Bus drop-off
  - 1. One bus parks at the street
- N. Pedestrian Circulation
- O. Hazard
  - 1. Proximity of sheds to buildings is an access for kids to climb to roofs

Closing / Follow up

### I. Building Envelope, Interiors and Programs

- A. Principle would like to remove wall between her office and the conference room for a larger meeting space.
- B. Ceiling fan is needed in both principle office and conference room
- C. Workroom to become two offices and relocate Psychologist and Speech Therapist offices from building 17. If workroom were to remain, upgrade sink to meet ADA
- D. Library has a large collection of books. Tight narrow spaces don't allow for lounge reading spaces or for a wheelchair to get through. Exit signage needed. Principle would like to relocate Library to building 17
- E. Preschool needs toilet stalls in room 2
- F. Major leak at overhang and overhang intersection
- G. Remodel front office by removing built in reception desk to allow a computer space for parents and children
- H. ADA Restroom renovation and remodel. Waste lines are calcified
- I. Remove protruding sink, between the bathrooms, and remodel current counter sink in classroom and restrooms to ADA standards for children's age group
- J. Ramp to a two-step stage
- K. Principle states that plumbing, gas and water have been placed for future building site and a possibility for a larger MPR and outdoor events area
- L. MPR flooring to be repaired
- M. Kitchen lights to be upgraded
- N. More storage cubbies in kinder
- O. If Psychologist and Speech Therapist are to remain, lighting has been requested to be separated for each office space in building 17. Rotten door needs replacement. Phone to be relocated

# EL CAMINO ELEMENTARY SCHOOL SITE MEETING

- P. Classroom and nurse's sink and restroom to be updated to ADA standards for children's age group
  - Q. Seal masonry
  - R. Concrete base needed at all existing wooden columns
  - S. Standardize door hardware system
  - T. Re-carpeting throughout all classrooms and offices
  - U. Perceived reputation as the "ugliest school"
  - V. 4 Classrooms make up the ASES program after school
  - W. Large event and family functions happen on lawn between CR 17 and MPR. Principle express need for infrastructure in that area
  - X. Once a year the Fire Marshall does an inspection
  - Y. New stainless steel countertops changed out in kitchen 4 years ago
  - Z. Windows Non-dual glazed and missing screens throughout campus
  - AA. Termite issue
  - BB. Last major roofing redone in 1998 or so at Foothill
  - CC. Some school roofs worse than others
  - DD. MPR projector/screen/AV around 3 years old
  - EE. 260 student population
  - FF. FAUs more than 20 years old by Honeywell grant
  - GG. Lockers in teacher's lounge are for yard duty
  - HH. Tackable surfaces wanted on doors
  - II. Outdoor teacher's lounge needs updating
  - JJ. Update casework throughout campus
- II. Site, Circulation and Safety
- A. Administration would like a barrier needed between Kinder and Administration building
  - B. Outdoor shade structure needed and extend concrete for events
  - C. Relocate vegetation and fill in planter space with concrete to for back pack storage
  - D. ADA Parking renovation
  - E. Access to staff parking gate to be reconfigured
  - F. Visibility screen for vulnerable kindergarten room
  - G. Root/tree removal and pathway resurfaced. Classroom 2 door does not fully open. Overgrown root causes door to jam on the concrete
  - H. Pick up/drop off reconfigured with signage.
  - I. Replace outdated play structure and replace surfacing
  - J. Resurface blacktop
  - K. Principle designated parking
  - L. Fire gate access to be widened
  - M. Non-complaint egress stairs by kinder
  - N. All cameras in district were put in about 4 years ago
  - O. Once a month they do a fire drill
  - P. All exterior lights, district wide, are switching to LED
  - Q. Better lighting for security

- R. Exit signage needed in all exterior doors in all buildings
  - S. Site signage for ADA restrooms
  - T. Ground squirrels in field
  - U. Outdated 70-80s obstacle course on field
  - V. Rubberized play surface was installed in 90s
  - W.
- III. Systems
- A. Flooding and run-off to be redirected
  - B. Plumbing supply upgrades needed
  - C. All clocks to have both digital and analog
  - D. All drinking fountains to be updated to ADA standards
  - E. All classrooms need a dedicated computer charging storage with appropriate electrical support and lock safety
  - F. Updated phone system
  - G. Pesticide and chemical free maintenance. Use weed-wacker for weeds in cracks
  - H. HVAC filters changed twice a year
  - I. Upgraded electrical panel not in service
  - J. 94-96 sewer infrastructure was but in but only up to the buildings
  - K. Waste lines calcified



## 2020 FACILITY NEEDS PROJECT LIST

Roofing Replacement, per Roofing Assessment Report

Parking / Circulation Improvements

Solar Parking Shade Structure with Solar Battery Storage and E-Vehicle Charging Stations

New Shade Structure in Large Playground

New Shade Structure in Kindergarten Yard

New Shade Structure in Garden

Modernize Existing Classrooms, Administration, & Support, with Furniture

New 2,000 sq.ft. Library / Media / STEAM Center

Two (2) New Classroom Pods - Four (4) Classrooms Each Pod

New Portable Classroom for After-School Program

Infrastructure Improvements

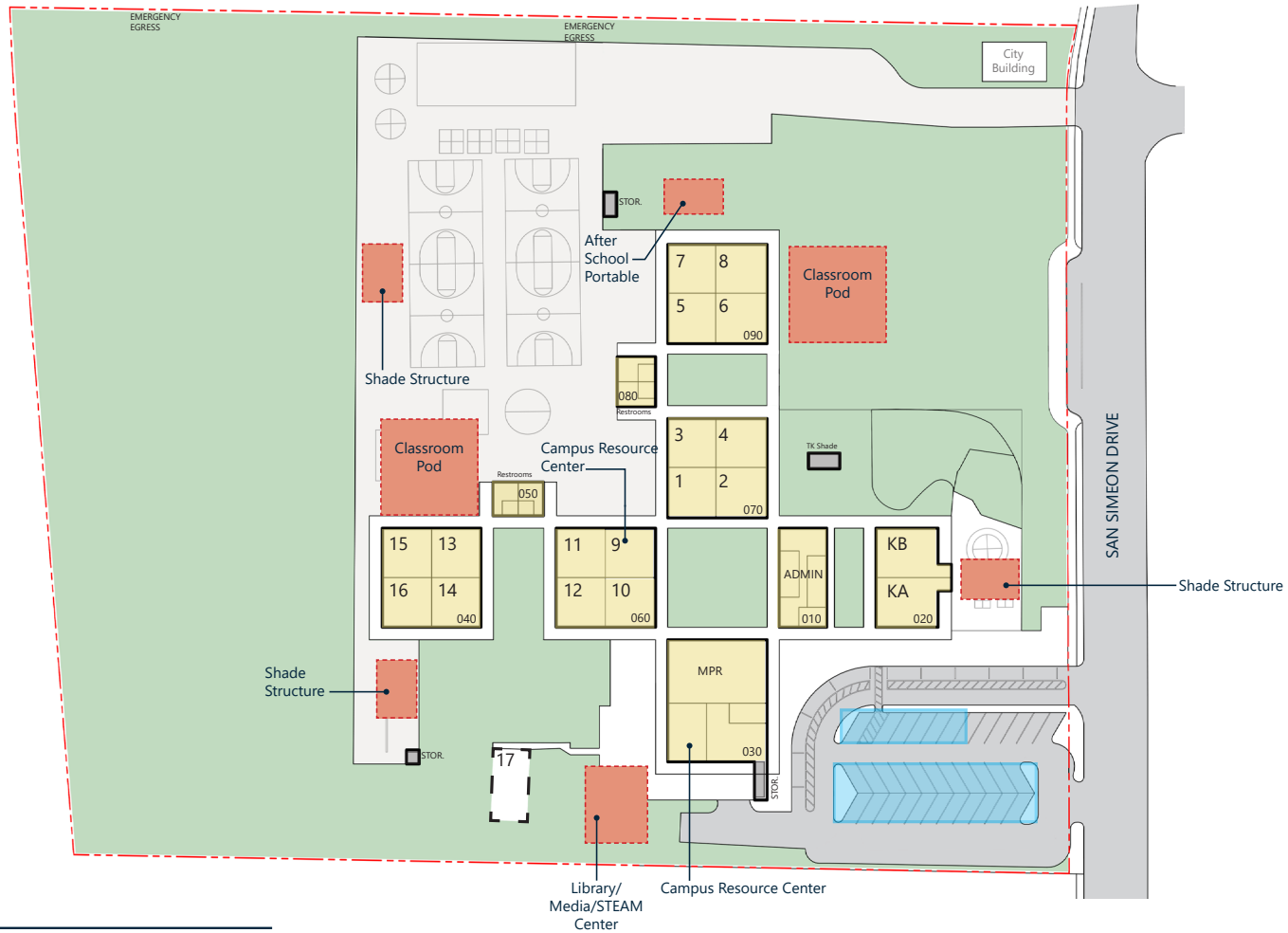
Demolition of One (1) Portable Building

Pavement Improvements per Paving Assessment Report

New Heating, Ventilation and Air Conditioning System

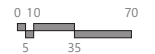
Exterior LED Site Lighting

# CONCEPT SITE PLAN

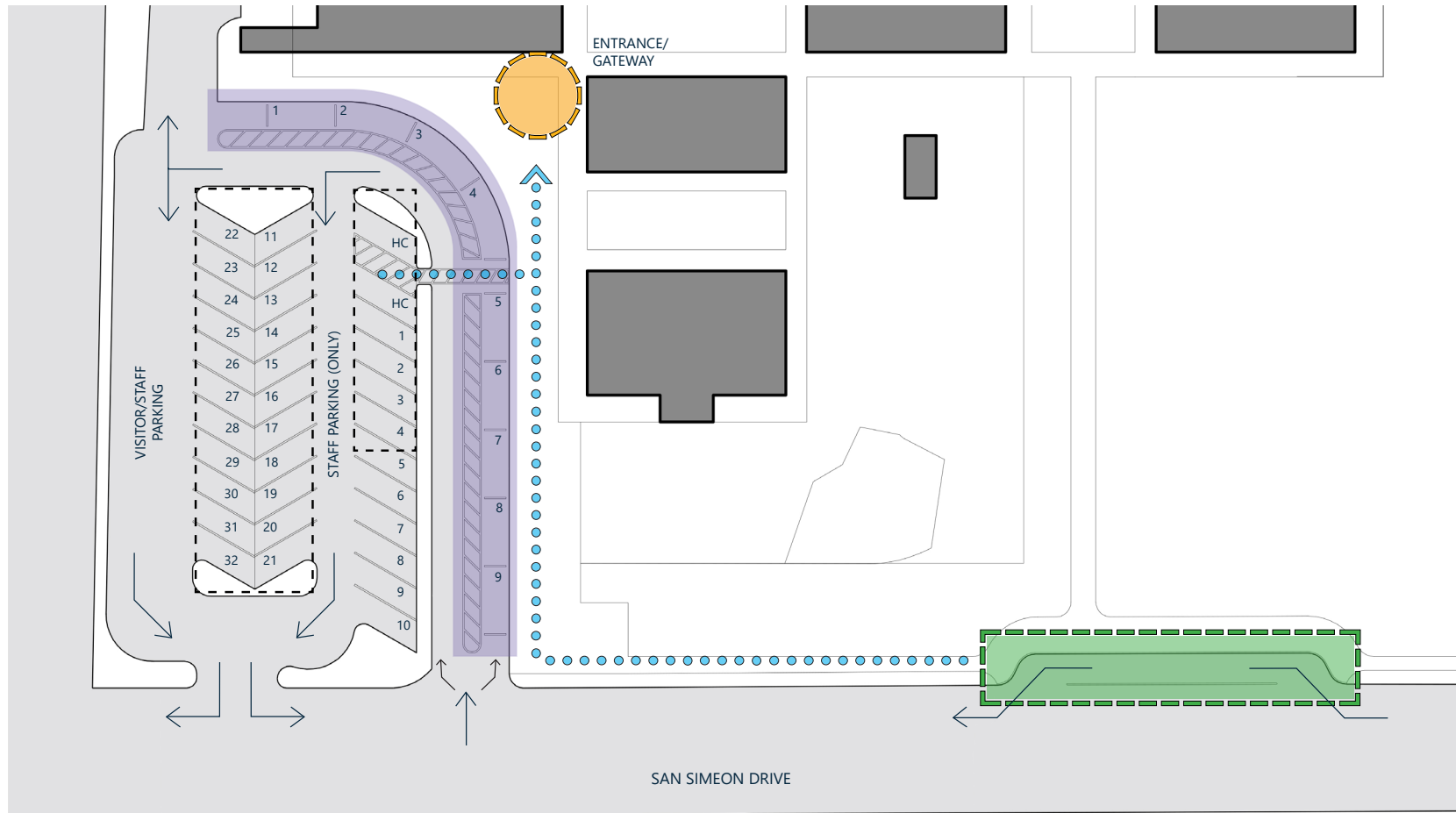


## LEGEND

- Existing Structures
- Removed (E) Portable Structure
- Modernization
- New Construction
- Solar Parking Shade Structure (6,700 sq.ft. total)
- XXX Building Number\*
- XX Room Number\*
- \*See Facility Assessment Scoring Sheet for further information
- Ⓧ Numbered Note

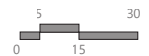


# CONCEPT CIRCULATION SITE PLAN



## LEGEND

- Modified Drop Off Lane
- Proposed Bus Drop Off
- Pedestrian Circulation
- Existing Entrance/ Gateway
- Solar Panel Structure Above



ELLWOOD  
ELEMENTARY



GOLETA UNION SCHOOL DISTRICT | ELLWOOD ELEMENTARY SCHOOL

# ELLWOOD ELEMENTARY SCHOOL

7686 Hollister Avenue, Goleta, CA 93117



Year Built: 1929

Acreage : 8.64 Acres  
7.5 Usable Less Parking

Current Enrollment: 387

Class Size Average: 22.5

Total Classroom Spaces: TK-3RD: 13  
4TH-6TH: 9

# EXECUTIVE SUMMARY

## SITE

The Ellwood Elementary School campus is located at 7686 Hollister Avenue in Goleta, CA. The campus is bounded to the north by the railroad and the US 101 Highway; to the east by private residences along Pebble Beach Drive; to the south by Hollister Avenue; and by an open lot and a parking lot at its western edge, along Via Jero. The site is a rectangular, 8.6-acre site with a long axis in the north-south direction, perpendicular to Hollister Avenue.

The school's campus is comprised of eleven buildings, which are generally located along the eastern and southern edges of the site. Nine of the buildings are arranged in a staggered L-shaped configuration. This arrangement creates a central open area at the vertex of the L-shape, providing direct access to the campus's blacktop and play structures area. The campus's recreational fields are located to the northwest of the blacktop and play structures area. Additionally, there is a campus garden at the northeastern corner of the site.

The buildings are interconnected by colonnaded walkways, which are created by the buildings' roof overhangs. Additionally, there are secondary open areas or open corridors between each one of the buildings. The buildings house the school's instructional, multipurpose, library, administrative and support facilities.

The other two campus buildings are portable structures. They are located in the northern half of the site, at the end of the north-south long leg of the L-shape. One portable building houses four instructional spaces, while the other houses a single support room.

Passenger drop-off, staff and visitor parking are located along the southern and western boundaries of the campus, directly off of and along Hollister Avenue. There are two accessible paths of travel. One connects the parking lot and the school's main entrance. Two van and one car stall are provided immediately adjacent to the path of travel. The other accessible path of travel is at the western end of the east-west short leg of the L-shape. It connects the parking lot and the colonnaded walkway. There is one van stall provided immediately adjacent to the path of travel. Both paths are defined by signage, pavement striping, curb cuts, sidewalk ramps and a sidewalk.

## BUILDINGS

Ellwood Elementary school is historically known as oldest standing elementary school in Goleta. What is currently the Administrative Building, a historical source tells us that the building was constructed in 1929 for use by the Barnsdall Rio Grande Oil Company. In 1935, the building was converted to become an elementary school known as Ellwood Union School with five tent houses used as classrooms during post-war period. Modifications were made to the Administrative Building and new classroom buildings were constructed between 1962 and 1965. Their construction followed the block-style pattern, as seen at Goleta Union School District(GUSD) campuses, during the same time. The entrances were renovated with blue and white tiles to reflect the historical design of the oil filling station down the road. It wasn't until 1966 when Ellwood Union School was annexed into GUSD and became Ellwood Elementary School. That same year, the MPR and another quadrangular classroom pod was built. More classrooms were built, with the same block-style design and construction materials, in the years 1987, 2002, 2003. In 1996 a series of four portables were placed on the North end of campus adjacent to the school garden. The most recent addition of portables is Building 26, in 2014. A lunch shade structure was erected in 2002, twenty feet north to the MPR.

The construction materials of the Administration, Library and MPR consists of wood framing, metal-framed single-pane windows, exterior stucco with metal trim; stucco columns, and concrete slab sub-flooring and exterior pathways. The classroom buildings are the typical GUSD classroom construction of concrete-masonry exterior, wood frame interior walls, wood framed single-paned windows, and concrete slab sub-flooring and exterior paths. The row of four portable building is over twenty years old and is in need of exterior modifications and accessibility upgrades. The lunch shade structure is composed of a metal frame and a plastic mesh cover that is in need of replacement with a long-lasting and dependable cover.

There is an immediate need for repair of the roof, in particular in the MPR. At the time of the 19Six visit, maintenance staff had uncovered the West wall to discover a very large roof leak had caused the entire wall to rot. This imposes a threat to the safety of the campus as electrical running through that wall and mold growing. All of the campus' buildings are connected and protected by a flat roof. The roof is in major need of repair, as attested to by roof leaks. Additionally, there is observed water runoff and overflow from the roof(s) due to a lack of roof gutters and inadequate roof

# EXECUTIVE SUMMARY

## BUILDINGS CONTINUED

slopes. Where there are gutters present, roof gravel, leaves and branches from large overgrown trees, have caused build up. The portables have no physical connection to the original campus buildings; therefore, a covered pathway connection to and from the building is recommended.

At Ellwood it is also evident that there is termite damage that includes: exterior and interior wood finishes, window trim and framing; and door trim and framing. Majority of the termite infestation is found at the classrooms, as the Administration, Library, and MPR do not have that issue with metal framing and trim finishes. The exterior wooden columns found adjacent connecting the classroom paths, have been replaced with metal, or a new wooden member with a concrete base.

All campus door hardware lock and unlock from their exterior side. Therefore, each door has a Lock-Block in case of a shooter-related event. Also, with regards to safety, there is currently no blackout window screening within the campus' classrooms.

All pathways from the public right-away(s) to, from and within the campus need to comply with current American Disabilities Act requirements and Fire Life Safety standards. All accessible pathways require requisite ADA compliant signage and (emergency) egress points need to be visually designated, accordingly. All staff restrooms need to be ADA compliant. The currently accessible -designated (student) restrooms, drinking fountains and parking stalls require updated signage to comply with the American Disabilities Act.

## PROGRAM SPACES

Staff and community at this campus have expressed the desire for additional/ supplemental program spaces as well as the modernization of existing facilities. For a more detailed list of desired spaces, please refer to the Site Meeting Minutes in this section and the appendix in this document.

## BUILDING SYSTEMS

### HVAC:

Generally, the spaces on the campus are heated by gas-fired, forced air units (FAU). Each classroom has an FAU that is individually controlled. Indoor thermal comfort during warm weather is generally poor/unpleasant on the campus due to poor natural ventilation provided by nonfunctional, operable windows and a lack of air conditioning.

### Plumbing:

Although there are references to a history of plumbing infrastructural upgrades on the campus, the scope of the work cannot be verified. Therefore, plumbing infrastructural upgrades up to and within the campus need to be completed. The campus does not have clean-outs and there is a general issue of calcification build up occurring on the campus.

### Electrical:

The last upgrade to the campus' electrical infrastructure occurred over twenty years, ago. However, the scope of electrical work was limited and of poor quality. The school's curriculum now encompasses new technologies, e.g. Chrome Books or iPads – that require updated and modern infrastructure. Therefore, electrical infrastructural upgrades up to and within the campus need to be completed.

### Technology:

A reliable Wi-Fi network is necessary to keep up with growing need. More than one monitor per classroom is requested for break out of student and lecture groups. Please see section District Offices Executive Summary, Technology: District Wide Needs for more information.

# SITE AERIAL



# FACILITY ASSESSMENT DATA SCORING SHEETS

This worksheet establishes data for determination of priority projects across a campus or district wide level. Please note that the findings in this spreadsheet are based on the architect's field observations only. In the event any hazardous, structural, or fire and life safety discrepancies are witnessed by the architect, the district may be required to conduct additional testing or research to ensure the safety of the students, staff, and community. The architect will report any findings of this nature to the district.

Rating Key	
1=	no repair necessary
2=	cosmetic repair necessary
3=	preventative maintenance necessary
4=	repair necessary
5=	repair necessary for use past 2 years
6=	major repair needed for immediate continued use

BUILDING	RELO (Y/N)	MODULAR (Y/N)	ROOM	USE	DSA#	YEAR BUILT	AGE	AGE SINCE MOD	HAZ	STRUCT.	FLS	BLDG ADA	ROOF	ENVL.	GLAZING	ACOUS.	DAYLITE	HVAC	SITE ADA	SITE UTIL	SECRTY	AESTH.	SUM	PRIORITY FACTORY	
010	N	N	Reception	Admin.	2030	1929	90	20	1	1	4	4	4	2	4	4	4	4	4	4	4	3	53	21.2	
	N	N	Student Records	Admin.	21938	1929	90	20	1	1	1	4	4	2	4	1	4	4	4	4	4	3	44	17.6	
	N	N	Principal's Office	Admin.	29863	1929	90	20	1	1	4	4	4	2	4	1	4	4	4	4	4	3	50	20.0	
	N	N	Teacher's lounge	Faculty	49298	1929	90	20	1	1	4	4	4	2	4	3	4	4	4	4	4	3	52	20.8	
	N	N	Men's Restroom	Restroom	100995	1929	90	20	1	1	1	4	4	2	4	1	1	4	4	4	1	3	38	15.2	
	N	N	Women's Restroom	Restroom	102124	1929	90	20	1	1	1	4	4	2	4	1	1	4	4	4	1	3	38	15.2	
	N	N	Workroom	Faculty	119436	1929	90	20	1	1	4	4	4	2	4	1	1	4	4	4	4	3	47	18.8	
	N	N	Storage	Admin.		1929	90	20	1	1	1	4	4	1	1	1	1	4	4	1	1	2	27	10.8	
	N	N	Nurse	Nurse		1929	90	20	1	1	4	4	4	2	4	1	4	4	4	4	4	3	50	20.0	
	N	N	Unisex Restroom	Nurse/Students		1929	90	20	1	1	1	4	4	1	1	1	1	4	4	4	1	3	34	13.6	
	N	N	Mechanical Room	Faculty		1929	90	20	1	1	1	4	4	2	1	1	1	1	4	4	1	2	31	12.4	
	N	N	Halls	Circulation		1929	90	20	1	1	4	4	4	2	1	1	1	4	4	4	1	3	41	16.4	
030	N	N	Library	Library	2030	1929	90	20	1	1	4	4	4	2	4	1	4	4	4	4	4	3	50	20.0	
	N	N	Kinder Reading	Library	29863	1929	90	20	1	1	4	4	4	2	4	1	4	4	4	4	4	3	50	20.0	
	N	N	Librarian Desk	Library	40377	1929	90	20	1	1	4	4	4	2	4	1	4	4	4	4	4	3	50	20.0	
	N	N	Mechanical Room	Mechanical	49298	1929	90	20	1	1	1	4	4	2	1	1	1	1	4	4	1	2	31	12.4	
	N	N	ADA/Changing Table	Restroom	100995	1929	90	20	1	1	1	4	4	2	1	1	1	4	4	4	1	3	35	14.0	
	N	N	Chair Storage	MPR Storage	101748	1929	90	20	1	1	1	4	4	2	1	1	1	4	4	1	1	2	28	11.2	
	N	N	Kitchen	MPR	102124	1929	90	20	1	1	4	4	4	2	1	4	1	4	4	4	4	2	46	18.4	
	N	N	Storage	MPR Storage	119436	1929	90	20	1	1	1	4	4	1	1	1	1	1	4	1	1	2	27	10.8	
	N	N	Storage	MPR Storage		1929	90	20	1	1	1	4	4	1	1	1	1	1	4	1	1	2	27	10.8	
	N	N	Speech	Counseling		1929	90	20	1	1	1	4	4	2	4	1	1	4	4	4	4	3	41	16.4	
	N	N	Psychology	Counseling		1929	90	20	1	1	1	4	4	2	4	1	1	4	4	4	4	3	41	16.4	
	N	N	Mechanical Room	Mechanical		1929	90	20	1	1	1	4	4	2	1	1	1	1	4	4	1	2	31	12.4	
	N	N	Electrical	Electrical		1929	90	20	1	1	1	4	4	2	1	1	1	1	4	4	1	2	31	12.4	
	N	N	Hall	Circulation		1929	90	20	1	1	2	4	4	2	1	1	1	4	4	1	1	2	33	13.2	
	N	N	MPR	MPR		1929	90	20	4	6	2	4	6	6	4	4	1	4	4	4	4	3	68	27.2	
	N	N	Stage	MPR		1929	90	20	4	6	2	4	6	6	1	1	1	4	4	4	1	6	62	24.8	
	N	N	Storage	Stage Storage		1929	90	20	1	1	1	4	4	2	1	1	1	1	4	1	1	2	28	11.2	
K20	N	N	Kindergarten A	Classroom	24224	1964	55	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2	
	N	N	Restroom 1A	Classroom	29863	1964	55	20	1	1	1	4	4	1	1	1	1	4	4	4	1	3	34	13.6	
	N	N	Restroom 2A	Classroom	100995	1964	55	20	1	1	1	4	4	1	1	1	1	4	4	4	1	3	34	13.6	
	N	N	Storage A	Classroom/Play yard	101761	1964	55	20	1	1	1	4	4	1	1	1	1	1	4	1	1	2	27	10.8	
	N	N	Kindergarten B	Classroom	102124	1964	55	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2	
	N	N	Restroom 1B	Classroom	119436	1964	55	20	1	1	1	4	4	1	1	1	1	4	4	4	1	3	34	13.6	
	N	N	Restroom 2B	Classroom		1964	55	20	1	1	1	4	4	1	1	1	1	1	4	4	4	1	3	34	13.6
	N	N	Storage B	Classroom/Play yard		1964	55	20	1	1	1	4	4	1	1	1	1	1	4	1	1	2	27	10.8	
040	N	N	12	Classroom	21938	1962	57	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	44	17.6	
	N	N	13	Classroom	26040	1962	57	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2	
	N	N	14	Classroom	29863	1962	57	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2	
	N	N	15	Classroom	36435	1962	57	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2	
					100995																				
					101748																				
					101761																				
					102124																				
					119436																				
050	N	N	16	Classroom	21938	1962	57	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2	
	N	N	17	Classroom	26040	1962	57	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2	
	N	N	18	Classroom	29863	1962	57	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2	
	N	N	Boys Restroom	Restroom	36435	1962	57	20	1	1	1	4	4	3	1	1	1	1	4	4	1	3	33	13.2	
	N	N	Girls Restroom	Restroom	100995	1962	57	20	1	1	1	4	4	3	1	1	1	1	4	4	1	3	33	13.2	
	N	N	IT	IT	101748	1962	57	20	1	1	1	4	4	1	1	1	1	4	4	4	1	2	33	13.2	
	N	N	Custodial	Custodial	101761	1962	57	20	1	1	1	4	4	3	1	1	1	1	4	4	1	3	33	13.2	
	N	N	Storage	Resource	102124	1962	57	20	1	1	1	4	4	1	1	1	1	1	4	1	1	2	27	10.8	
					119436																				
060	N	N	8	Classroom	28040			20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2	
	N	N	9	Classroom	36435			20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2	
	N	N	10	Classroom	100995			20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2	

# FACILITY ASSESSMENT DATA SCORING SHEETS

	N	N	11	Classroom	101748			20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
					101761																			
					102124																			
					119436																			
070	N	N	5	Classroom	48532	1987	32	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
	N	N	6	Classroom	100995	1987	32	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
	N	N	7	Classroom	101748	1987	32	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
	N	N	ADA Boy's	Restroom	101761	1987	32	20	1	1	1	3	4	3	1	1	1	4	4	1	2	31	12.4	
	N	N	ADA Girls	Restroom	102124	1987	32	20	1	1	1	3	4	3	1	1	1	4	4	1	2	31	12.4	
					119436																			
080	N	N	1	Classroom	105013	2003	16	16	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	15.4
	N	N	2	Classroom	102124	2003	16	16	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	15.4
	N	N	3	Classroom	119436	2003	16	16	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	15.4
	N	N	4	Classroom	2003	2003	16	16	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	15.4
090	N	N	19	Classroom	2003	2003	16	16	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	15.4
	N	N	20	Classroom	102124	2003	16	16	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	15.4
	N	N	21	Classroom	119436	2003	16	16	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	15.4
	N	N	Boys Restroom	Restroom	2003	2003	16	16	1	1	1	4	4	3	1	1	1	4	4	1	2	32	10.2	
	N	N	Girls Restroom	Restroom	2003	2003	16	16	1	1	1	4	4	3	1	1	1	4	4	1	2	32	10.2	
	N	N	Staff Womens	Restroom	2003	2003	16	16	1	1	1	4	4	3	1	1	1	4	4	1	2	35	11.2	
	N	N	Staff Mens	Restroom	2003	2003	16	16	1	1	1	4	4	1	1	1	1	4	4	1	2	33	10.6	
	N	N	Hall	Circulation	2003	2003	16	16	1	1	4	4	4	3	1	1	4	4	4	1	4	2	44	14.1
	N	N	Meeting	Conference	2003	2003	16	16	1	1	3	4	4	1	1	1	4	4	4	1	4	3	41	13.1
22-25	N	Y	22	Computer Classroom	65327	1996	23	23	1	1	4	4	4	2	4	1	1	4	4	4	3	44	20.2	
	N	Y	23	Classroom	100995	1996	23	23	1	1	4	4	4	2	4	1	4	4	4	4	3	47	21.6	
	N	Y	24	Classroom	102124	1996	23	23	1	1	4	4	4	2	4	1	4	4	4	4	3	47	21.6	
	N	Y	25	Classroom	119436	1996	23	23	1	1	4	4	4	2	4	1	4	4	4	4	3	47	21.6	
26	N	Y	26	Classroom	115709	2014	5	5	1	1	1	4	4	2	4	1	4	4	4	4	3	41	4.1	
					119436																			
LP	N	N	Lunch	Lunch Shade Structure	106300	2002	17	17	1	1	1	1	4	1	1	1	1	4	1	4	2	27	9.2	
Parking	N	N	Parking	Staff and Visitor Parking	1929	2002	90	20	1	1	1	1	1	3	1	1	1	4	1	4	2	26	10.4	

# ELLWOOD ELEMENTARY SCHOOL SITE MEETING



Goleta Union School District  
Facilities Master Plan  
PMSM #018194.01

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## SITE MEETING # 1 MINUTES

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DATE: April 11<sup>th</sup>, 2019  
TIME: 3:30/5:30pm  
LOCATION: Ellwood Elementary School  
RE: Site/Community Meeting

PRESENT: Alan Kroeker, 19six Architects  
Rosa Alvarado, 19six Architects

STAFF MEETING  
Ned Schoenwetter, Principal  
Carrie Alvarado, Office Manager  
Cindy Haight, Health Office  
Jeremiah Johnson, IT Director  
Emily Bryan, Learning Center Teacher  
Jill Means, Teacher  
Craig Abshere, Teacher  
Laura Calene, Teacher  
Louise Dahlquist, Teacher  
Judith Quintero, Teacher

COMMUNITY MEETING  
Dana Costello, PTA President  
Jorge Herrera, Parent  
Stuart Kasdin, Parent  
Carment Rebolledo, Community Liaison  
Tessa Riesen, Student

- 
- I. Introductions
  - II. Process Overview
  - III. Education Specifications
    - A. With each level/pod, provide a large space that can be split up or kept open
    - B. Need outdoor learning spaces with technology, and shade
    - C. They would like a covered walkway to relocatables

- D. Enrollment at this campus EBS/Flows – not consistent
- E. No academy at this school
- F. STEM/STEAM – maker space
  - 1. Flexible lab space
- IV. Instructional Space Needs / Desires
  - A. District will be installing fans
  - B. Regular Classroom
    - 1. Need better airflow
    - 2. Would like adjoining rooms at all pods
    - 3. Built-in storage/cubbies for students
    - 4. Flexible furniture
    - 5. Built-in book cases or movable storage is better
    - 6. Spread out chrome book storage
      - a. Maybe at cubbies – disbursed
  - C. Kindergarten
    - 1. Lack proper CRS that are age appropriate (too small)
    - 2. Maybe add new ones
    - 3. Very old cabinets in bad shape
    - 4. Restrooms are in bad shape
    - 5. Doors are heavy – not ADA
    - 6. Need shade
    - 7. Have good natural light
    - 8. Moisture issue underground (near a hill)
  - D. Pre-K
    - 1. Would like outdoor space – no restrooms
  - E. Art
    - 1. Shared space
    - 2. Dedicated art and lab space desired
  - F. Technology
  - G. Music
  - H. Physical Education / Playgrounds
    - 1. Some use by outside groups, but not as bad as others
    - 2. Field is 'not so good'
    - 3. Graduations are at the field
    - 4. Would like a track
    - 5. Desire to replace rubber big toys has a lot of use but maybe something for older kits
  - I. Outdoor Classroom
    - 1. Yes, see plan
  - J. Science
    - 1. Dedicated lab space desired
    - 2. Science Education in CR, science lab separate
  - K. Drama

# ELLWOOD ELEMENTARY SCHOOL SITE MEETING

- 1. Need better lighting
- L. Special Education
  - 1. In portables
- M. Dance
  - 1. At MPR
- V. Support Services Needs / Desires (20 min)
  - A. Administration
    - 1. Works well at this school
    - 2. Office hard to find, maybe re-orient it
    - 3. Better signage
    - 4. Not inviting - Add glass, make it more inviting
    - 5. Would love staff shower (bikes to school)
    - 6. Dedicated staff bike racks
    - 7. Safety component
    - 8. Funneling in issue
  - B. Counseling
    - 1. Very small – not adequate
  - C. Library / Media Center
    - 1. Nice at this location
  - D. Multipurpose / Cafeteria
    - 1. Need bathrooms inside building or adjacent
    - 2. Lighting issues - Need better lighting / theatrical
    - 3. Acoustical issues - Need better sound-proofing from kitchen – too loud
    - 4. Stage accessible form exterior
    - 5. Ventilation issues
  - E. Food Services
  - F. Restrooms
    - 1. Dated, old and smelly (“gross” smell)
    - 2. Urinals – in wall
    - 3. Would like another men’s restroom – not in the lounge
    - 4. Need dedicated area for lactation
  - G. Maintenance & Operations
- VI. Site / General Needs / Desires (20 min)
  - A. Entry / ‘Front Door’
    - 1. Some issues on finding office
  - B. Security

- 1. Better way to funnel people to office
- 2. More security 1-5’x8’ rooms (fishbowls)
- 3. No shades / beautification/hedge
- 4. Issues at rooms 1 & 5 – proximity to parking
- C. Sustainability
  - 1. Need recycling bins
  - 2. Shade structures with solar - to mitigate A/C load
- D. Acoustics
  - 1. Kitchen noise
- E. HVAC / Thermal Comfort
  - 1. Need A/C, fans and external shade being elevated
- F. Electrical Power
  - 1. District looking into solar district-wide
  - 2. Outlets on floors – for more flexible spaces
- G. IT / Data
  - 1. Pretty good
  - 2. Intercom doesn’t reach outdoor CR area
- H. Daylighting
- I. Ventilation
- J. Restrooms
- K. Vehicle circulation / drop-off
  - 1. Can we create a drop-off zone along street? – see plan
- L. Parking
  - 1. Not enough parking
  - 2. Lots are very crowded – there is a lot across the street can be used? Working with the city? Add cross=guard here?
  - 3. Parking/Entry traffic issues at street – major problem
- M. Bus drop-off
  - 1. Big busses integrated in parking lot
- N. Pedestrian Circulation
- O. Major issues –
  - 1. water supply/issues – they had busts – no way to shut off - Water infrastructure aging
  - 2. Roof leaks (MPR)
  - 3. Paint deteriorating (near ocean)
  - 4. Instructional spaces – lacking
  - 5. 3 interior rooms without light (former closets)– solar tubes?
  - 6. General renovations/ beautifications of campus

# ELLWOOD ELEMENTARY SCHOOL SITE MEETING

7. Lunch tables need repainting
8. Would love maker space
  - a. Already have a dedicated art space
9. Shade trees
10. Masonry – slump stone buildings
11. Safety issue – drop-off near parking where retaining wall is – would be nice to improve on this.
12. New shade structure with ‘mistlers’ desired
13. Aesthetics – keep to style of nearby Barnsdale / Ellwood Oil

Closing / Follow up



Goleta Union School District  
Facilities Master Plan  
PMSM #018194.01

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## FACILITIES SITE MEETING # 1 MINUTES

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DATE: February 21st, 2019  
TIME: 8:00am  
LOCATION: Ellwood Elementary School  
RE: Facility Site Meeting

PRESENT: Martin Hartmann, 19six Architects  
Cynthia Diaz, 19six Architects  
Tim Berry, GUSD Custodial Supervisor

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- I. Building Envelope, Interiors and Programs
  - A. Replace fabric overhang screen with a plastic or more durable material
  - B. Lounge area for students inside the library
  - C. Woman’s staff restroom needs lock to be used as a safe room
  - D. Convert storage room to future resource room
  - E. Roof to floor leak caused large wall area to rot. Repair needs immediate attention
  - F. Overhang and roof leaks throughout campus
  - G. Tack-able walls
  - H. Curtains
  - I. Dual-pane windows
  - J. Re-carpeting throughout all classrooms and offices
  - K. Doors need to be metal, not wooden for termite infestation
  - L. Key tags on doors are not accurate
  - M. 17 years or so of last seal of masonry
  - N. Man power is low to keep up with various types of maintenance
- II. Site, Circulation and Safety
  - A. Unsafe unlevelled grade, large trees and retaining wall for kindergartens to play on
  - B. Replace outdated play structure and surfacing
  - C. Remove wooden framed box and replace with a low maintenance frame material
  - D. ADA parking renovation
  - E. Signage for office needed
  - F. Unlevelled cracked sidewalk
  - G. Remove vegetation with low maintenance landscaping
  - H. Eucalyptus trees are a hazard of falling

# ELLWOOD ELEMENTARY SCHOOL SITE MEETING

I. Less plants and vegetation

III. Systems

- A. Flooding
- B. Outdated hazardous storm drain in the center of activity
- C. Site grading needs to be leveled and run off to drain to storm drains
- D. Plumbing supply upgrades needed
- E. All clocks to have both digital and analog
- F. All drinking fountains to be updated to ADA child and adult standards
- G. All classrooms need a dedicated computer charging storage with appropriate electrical support and lock safety
- H. Update phone system
- I. Lead in water supply
- J. All rooms need copper piping
- K. All schools need leveling
- L. Sewer redone up to classrooms; water lines never done





*Ellwood Elementary School*  
*Home of the Eagles*



2020 FACILITY NEEDS PROJECT LIST

Roofing Replacement, per Roofing Assessment Report

Parking / Circulation Improvements

Solar Parking Shade Structure with Solar Battery Storage and E-Vehicle Charging Stations

New Shade Structure in Kindergarten Yard

New Shade Structure Over Outdoor Instruction Garden Area

Modernize Existing Classrooms, Administration, & Support with Furniture

Immediate Complete Leak and Wall Repair in MPR

New 2,000 sq.ft. Library / Media / STEAM Center

New Classroom Pod - Four (4) Classrooms

New Kinder Classroom Pod – Two (2) Classrooms

New Portable Classroom for After-School Program

Infrastructure Improvements

Demolition of Five (5) Portable Buildings

Pavement Improvements per Paving Assessment Report

New Heating, Ventilation and Air Conditioning System

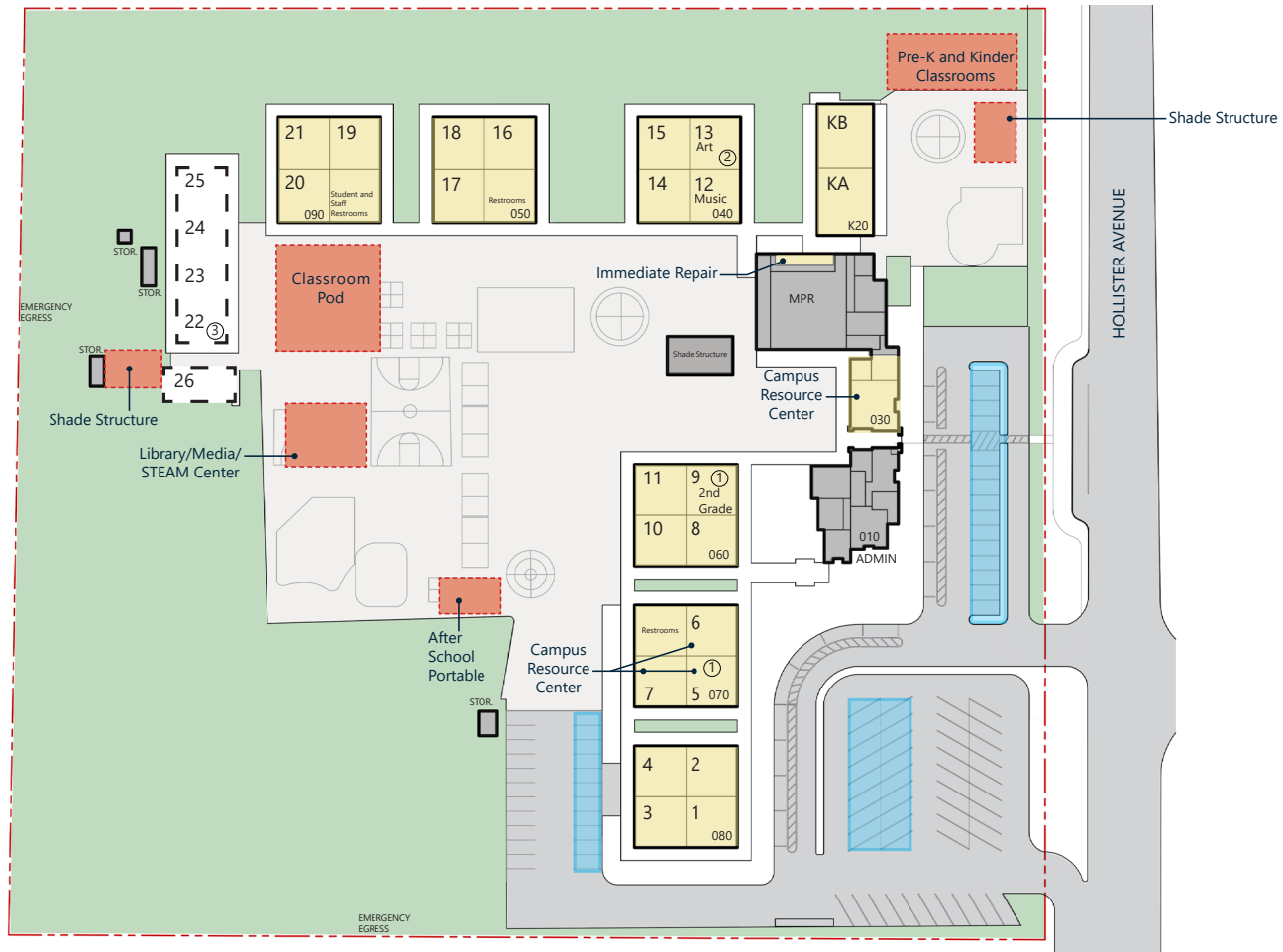
Exterior LED Site Lighting

menu



EX zoom

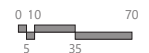
# CONCEPT SITE PLAN



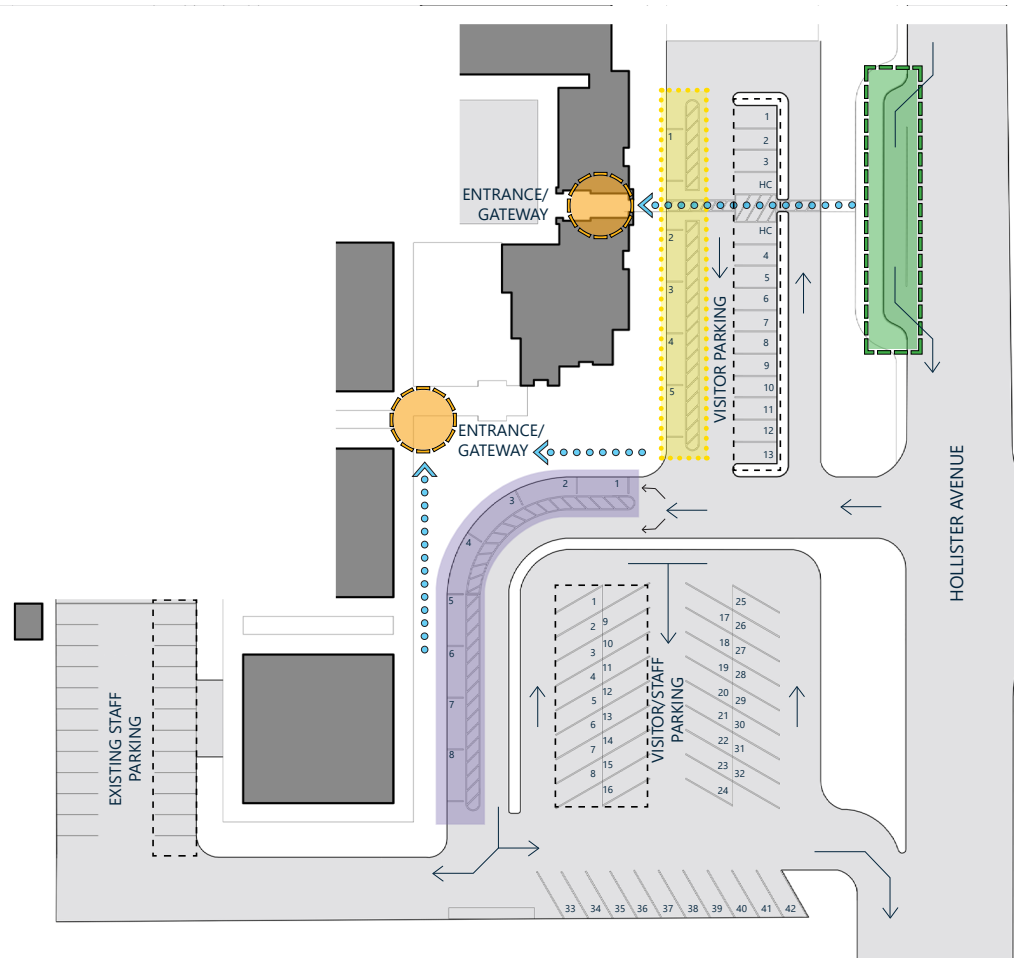
## LEGEND

- Existing Structures
- Removed (E) Portable Structure
- Modernization
- New Construction
- Solar Parking Shade Structure (7,800 sq.ft. total)
- XXX Building Number\*
- XX Room Number\*
- \*See Facility Assessment Scoring Sheet for further information
- ⓧ Numbered Note

- ① Relocate afterschool program from classroom 6 to designated portable. Relocate 2nd grade from classroom 5 to classroom 9. Combine rooms 5, 6, and 7 to become a Campus Resource Center.
- ② Principal proposed a new classroom building for Pre-Kindergarten and Kindergarten classrooms to be relocated from classrooms 12 and 13 to a new building on the southeast end of the site. This allows for dedicated music and art rooms.
- ③ Computer lab to move into new Library/Media/STEAM Center.



# CONCEPT CIRCULATION SITE PLAN



## LEGEND

- Modified Drop Off Lane
- Proposed Bus Drop Off
- Proposed Drop Off Lane
- Existing Entrance/ Gateway
- Solar Panel Structure Above
- Pedestrian Circulation



FOOTHILL  
& GOLETA  
FAMILY SCHOOL



# FOOTHILL AND GOLETA FAMILY SCHOOL

711 Ribera Drive, Santa Barbara, CA 93111



Year Built: 1964

Acreage : 8.92 Acres  
8.33 Usable Less Parking

Foothill Current Enrollment: 372  
Goleta Family Enrollment: 61

Class Size Average:  
Foothill: 20.67  
Goleta Family: 20.3

Total Classroom Spaces:  
Foothill: 4TH-6TH: 7  
Goleta Family: TK-3RD: 2  
4TH-6TH: 1

# EXECUTIVE SUMMARY

## SITE

The Foothill Elementary School campus is located at 711 Ribera Drive in Santa Barbara, CA. The campus is bordered to the north by Cathedral Oaks Road; to the east by Ribera Drive; and by private residences at its southern and western boundaries, along Walnut Park Road and Poinsettia Way, respectively. The site is a relatively square, 8.9-acre site.

The school's campus is comprised of fifteen buildings, which are generally located in the southern half of the site. Eleven of the buildings are permanent structures grouped in a cruciform layout. The layout is centered around a central, paved and landscaped quadrangle. Additionally, three of the four arms in the cruciform layout each contain a smaller, quadrangle within each of them. The eleven buildings house the school's instructional, multipurpose, library, administrative and support spaces.

The eleven, grouped buildings are interconnected by colonnaded walkways, which are created by the buildings' roof overhangs. The buildings define the school's blacktop and play structures area along its southern and eastern edges. The school's recreational fields are located in the northern half of the site

The additional four buildings on the campus are portable structures. The buildings are located to the northeast of school's central quadrangle, parallel to both the northern arm of the cruciform and Ribera Drive.

The passenger drop-off; and a small staff and visitor parking lot are located at the southeastern corner of the campus, directly off of Ribera Drive.

There is an accessible paths of travel between the staff and visitor parking lot and the school's main entrance. The path is defined by signage, pavement striping, curb cuts, sidewalk ramps and a sidewalk. There is one van parking stall provided on the campus. The stall is immediately adjacent to the path of travel.

## BUILDINGS

Foothill Elementary School was built in 1964 and was the fourth of a series of five campuses to be designed with the seven rectangular concrete block buildings. Foothill is also the location for Goleta Family School (GFS). GFS was established over thirty years ago and only occupies two original Foothill block buildings, and one portable building that was installed in 2003. The construction of all original buildings consists of a concrete masonry exterior, wood frame interior walls, wood framed single-paned windows, and concrete slab sub-flooring and exterior paths. There are currently ten portable buildings that house a variety of resources like restrooms, storage, teacher's lounge, and counseling offices, with a couple of the portables serving as classrooms and the after-school program. The oldest portables are over twenty years old and are in need of exterior and interior modifications and accessibility upgrades.

All of the original buildings are connected and protected by a flat roof supported by a colonnade. The roof is in major need of repair. It was observed that there was water puddling, overflow and gutters leading out from the roof with no proper drainage down to the ground. Replacement of the entire roof, with proper water drainage and sloping, is necessary.

At Foothill and GFS it is also evident that there is termite damage that includes: exterior and interior wood finishes, window trim and framing; door trim and framing; and campus planter boxes and seating benches. Some of the original exterior wooden columns, that make up the exterior colonnade, have been replaced with metal, or a new wooden member with a concrete base, as the original columns have been deteriorating with termites, weathering and pedestrian traffic. Currently, district-wide green-campus measures for addressing termites have not been effective.

There is a hazard with current walkways between the drop-off area and the buildings. Tall pine trees drop large pine cones. Staff block off the area with caution tape during pine cone season. This is a hazard for students and drivers.

All pathways from the public right-away(s) to, from and within the campus need to comply with current American Disabilities Act requirements and Fire Life Safety standards. All accessible pathways require requisite ADA compliant signage and (emergency) egress points need to be visually designated, accordingly. There are currently staff and student ADA restrooms in a portable that are underutilized. The currently accessible -designated (student) restrooms, drinking fountains and parking stalls require updated signage to comply with the American Disabilities Act.

# EXECUTIVE SUMMARY

## BUILDINGS CONTINUED

All campus door hardware lock and unlock from their exterior side. Therefore, each door has a Lock-Block in case of a shooter-related intruder. Staff expressed the need for safer door hardware system and window screening. It was observed at the Nurse's office there is only a high window next to an exterior door that opens into the main courtyard. A window at eye level would be ideal for safety in this office. Visibility is also a concern from the front desk administration office and the principal's office out to the main entrance that also serves as the drop-off/pick-up and parking lot. The kindergarten classrooms feel they are the most vulnerable to an intruder being that the classrooms are in front of the school and adjacent to the main entrance with no window or fence screening.

## PROGRAM SPACES

The Goleta Family School Kindergarten and First Grade portable classroom are in need of infrastructure. There is no restroom or sink, thus they have to use the older grade restroom down the hall.

The upper grade classrooms feel spatially constrained. The ergonomics of the classroom need to be considered for the appropriate age group through flexible furniture, teaching stations, the ability to open sliding doors from one classroom to the next.

It is important to GFS to maintain and expand on their outdoor classroom resources. Both schools would like to utilize "The Bowl" for an outdoor learning space but is in need accessibility pathways, lighting and electrical infrastructure.

The Library has a great large collection but is crowded with tight and narrow spaces that don't allow for a wheelchair to get around or lounge reading spaces. The staff and community wish to see the library as a media and maker center, that can open to the outdoor patio, remove the wall between the library annex and the library, and continued access through the summer and evenings.

There is a need for a more accommodating Teacher's Lounge. Currently the staff lounge is located behind the counseling offices in a portable building, with no natural light, a shared space for counseling, a non-accessible children's sink, no counter space for meal preparation, and not located within or adjacent to administration building.

## BUILDING SYSTEMS

### HVAC:

Generally, the spaces on the campus are heated by gas-fired, forced air units (FAU). Each classroom has an FAU that is individually controlled. Indoor thermal comfort during warm weather is generally poor/unpleasant on the campus due to poor natural ventilation provided by nonfunctional, operable windows and a lack of air conditioning.

### Plumbing:

Although there are references to a history of plumbing infrastructural upgrades on the campus, the scope of the work cannot be verified. Therefore, plumbing infrastructural upgrades up to and within the campus need to be completed. The campus does not have clean-outs and there is a general issue of calcification build up occurring on the campus.

### Electrical:

The last upgrade to the campus' electrical infrastructure occurred over twenty years, ago. However, the scope of electrical work was limited and of poor quality. The school's curriculum now encompasses new technologies, e.g. Chrome Books or iPads – that require updated and modern infrastructure. Therefore, electrical infrastructural upgrades up to and within the campus need to be completed.

### Technology:

A reliable Wi-Fi network is necessary to keep up with growing need. More than one monitor per classroom is requested for break out of student and lecture groups. Please see section District Offices Executive Summary, Technology: District Wide Needs for more information.

# SITE AERIAL



# FACILITY ASSESSMENT DATA SCORING SHEETS

This worksheet establishes data for determination of priority projects across a campus or district wide level. Please note that the findings in this spreadsheet are based on the architect's field observations only. In the event any hazardous, structural, or fire and life safety discrepancies are witnessed by the architect, the district may be required to conduct additional testing or research to ensure the safety of the students, staff, and community. The architect will report any findings of this nature to the district.

Rating Key		1-5
1=	no repair necessary	6-10
2=	cosmetic repair necessary	11-15
3=	preventative maintenance necessary	16-20
4=	repair necessary	21-25
5=	repair necessary for use past 2 years	26+
6=	major repair needed for immediate continued use	

BUILDING	RELO (Y/N)	MODULAR (Y/N)	ROOM	USE	DSA#	YEAR BUILT	AGE	AGE SINCE MOD	HAZ	STRUCT.	FLS	BLDG ADA	ROOF	ENVL	GLAZING	ACOUS.	DAYLITE	HVAC	SITE ADA	SITE UTIL	SECRTY	AESTH.	SUM	PRIORITY FACTORY		
010	N	N	Workroom	Faculty	24407	1964	55	20	1	1	4	4	4	3	4	1	1	1	4	4	4	4	3	48	19.2	
	N	N	Hall	Circulation	101813	1964	55	20	1	1	4	4	4	1	1	1	1	1	4	4	1	1	3	37	14.8	
	N	N	Storage	Storage	101854	1964	55	20	1	1	1	4	4	1	1	1	1	1	1	4	1	1	2	27	10.8	
	N	N	Custodial	Filing/storage	118817	1964	55	20	1	1	1	4	4	1	1	1	1	1	1	4	4	1	3	31	12.4	
	N	N	Furnace	HVAC	100995	1964	55	20	1	1	1	4	4	3	1	1	1	1	1	4	4	1	2	32	12.8	
	N	N	Reception	Administration		1964	55	20	1	1	1	4	4	4	3	4	4	1	4	4	4	4	3	51	20.4	
	N	N	Principle's Office	Administration		1964	55	20	1	1	1	4	4	4	3	4	1	1	4	4	4	4	3	45	18.0	
	N	N	Conference	Conference		1964	55	20	1	1	1	4	4	4	3	4	1	1	4	4	4	4	3	42	16.8	
	N	N	Nurse	Nurse		1964	55	20	1	1	1	4	4	4	3	4	1	1	4	4	4	4	3	51	20.4	
	N	N	Unisex Restroom	Nurse/Student		1964	55	20	1	1	1	4	4	4	3	1	1	1	4	4	4	1	3	36	14.4	
	N	N	Staff Womens	Restroom		1964	55	20	1	1	1	4	4	4	3	1	1	1	4	4	4	1	3	36	14.4	
	N	N	Staff Mens	Restroom		1964	55	20	1	1	1	4	4	4	1	1	1	1	4	4	4	1	3	34	13.6	
030	N	N	MPR	MPR	24407	1964	55	20	1	1	1	4	4	4	3	4	4	1	4	4	4	4	3	51	20.4	
	N	N	Hall	Circulation		1964	55	20	1	1	1	4	4	4	1	1	1	1	4	4	1	1	3	37	14.8	
	N	N	Chair Storage	Storage	101854	1964	55	20	1	1	1	4	4	1	1	1	1	1	1	4	1	1	2	27	10.8	
	N	N	Storage	Storage	101813	1964	55	20	1	1	1	4	4	1	1	1	1	1	1	4	1	1	2	27	10.8	
	N	N	Unisex Restroom	Restroom	118817	1964	55	20	1	1	1	4	4	1	1	1	1	1	4	4	4	1	3	34	13.6	
	N	N	Unisex Restroom	Restroom	100995	1964	55	20	1	1	1	4	4	1	1	1	1	1	4	4	4	1	3	34	13.6	
	N	N	Kitchen	Kitchen		1964	55	20	1	1	1	4	4	3	4	4	1	1	4	4	4	4	3	45	18.0	
	N	N	Custodial	Custodial		1964	55	20	1	1	1	4	4	4	3	1	1	1	1	4	4	1	3	33	13.2	
	N	N	Mechanical	Mechanical		1964	55	20	1	1	1	4	4	4	3	1	1	1	1	4	4	1	2	32	12.8	
	N	N	Library Annex	Library	65328	1964	55	20	1	1	1	4	4	4	3	4	3	3	4	4	4	4	3	52	20.8	
	Y	N	Library	Library		1964	55	20	1	1	1	4	4	4	3	4	3	4	4	4	4	4	3	53	21.2	
K20	N	N	Kindergarten A	Classroom	24407	1964	55	20	1	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2	
	N	N	Restroom 1A	Restroom	101735	1964	55	20	1	1	1	4	4	4	1	1	1	1	4	4	4	1	3	34	13.6	
	N	N	Restroom 2A	Restroom	65328	1964	55	20	1	1	1	4	4	1	1	1	1	1	4	4	4	1	3	34	13.6	
	N	N	Storage	Storage	101854	1964	55	20	1	1	1	4	4	4	3	4	1	1	4	4	4	4	2	41	16.4	
	N	N	Kindergarten B	Classroom	101813	1964	55	20	1	1	1	4	4	4	3	4	1	1	1	4	4	4	4	3	48	19.2
	N	N	Restroom 1B	Restroom	118817	1964	55	20	1	1	1	4	4	4	1	1	1	1	4	4	4	1	3	34	13.6	
	N	N	Restroom 2B	Restroom	100995	1964	55	20	1	1	1	4	4	4	1	1	1	1	4	4	4	1	3	34	13.6	
040	N	N	13	Classroom	24407	1964	55	20	1	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2	
	N	N	14	Classroom	65328	1964	55	20	1	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2	
	N	N	15	Classroom	101735	1964	55	20	1	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2	
	N	N	16	Classroom	101854	1964	55	20	1	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2	
					36435																					
					101813																					
					100995																					
					118817																					
050	N	N	Girls Restroom	Restroom	24407	1964	55	20	1	1	1	4	4	4	3	1	1	1	4	4	4	1	3	33	13.2	
	N	N	Boys Restroom	Restroom	65328	1964	55	20	1	1	1	4	4	4	3	1	1	1	1	4	4	1	3	33	13.2	
	N	N	12A	Psychologist	101854	1964	55	20	1	1	1	4	4	4	3	1	1	1	1	4	4	1	3	33	13.2	
	N	N	PE office	Office	100995	1964	55	20	1	1	1	4	4	4	3	1	1	1	1	4	4	1	3	27	10.8	
					118817																					
060	N	N	9	Classroom	24407	1964	55	20	1	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2	
	N	N	10	Classroom	65328	1964	55	20	1	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2	
	N	N	11	Classroom	101735	1964	55	20	1	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2	
	N	N	12	Classroom	101854	1964	55	20	1	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2	
					36435																					



# FOOTHILL ELEMENTARY SCHOOL AND GOLETA FAMILY SCHOOL SITE MEETING



Goleta Union School District  
Facilities Master Plan  
PMSM #018194.01

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## SITE MEETING # 1 MINUTES

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DATE: April 17<sup>th</sup>, 2019  
TIME: 3:30/5:30pm  
LOCATION: Foothill Elementary School and Goleta Family School (GFS)  
RE: Site/Community Meeting

PRESENT: Rosa Alvarado, 19six Architects  
Roland Flores, 19six Architects

STAFF MEETING  
Felicia Roggero, Principal  
Cara Leach, Teacher  
Tara Vowels, Teacher  
Sheri Scott, Teacher  
Juri Holmes, Teacher  
Deirdre Li, Teacher  
Susi Stanfield, Teacher  
Cyndi Aghayan, Teacher  
Chris Wiland, Special Ed. Instructional Assistant  
Karen Pickford, Library Media Specialist  
Michele Hay, Teacher  
Celeste Darga, @AS Coordinator

COMMUNITY MEETING  
Lloyd Johnsen, Parent  
Ted Cabeen, Parents (GFS)  
Carmen Rebolledo, Community Liaison  
Ted Pallad, Parent  
Karen Callanan, Parent  
Lauren Gleasca, Parent  
Talia Feder, Parent  
Sholeh Jahang, Trustee/ Parent  
Luz Reyes-Martin, Trustee  
Bryant Henson, Parent  
April Price, Community Member

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802 East Cota Street, Suite A  
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San Luis Obispo Office  
560 Higuera Street, Suite C  
San Luis Obispo, CA 93401  
805.476.0399

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- I. Introductions
  - II. Process Overview
  - III. Education Specifications
    - A. STEM/STEAM space desired
  - IV. Instructional Space Needs / Desires
    - A. Regular Classroom
      - 1. Upper Grade classroom spaces are constrained, spatially.
        - a. Ergonomics of classroom appropriate to age
      - 2. GFS needs flexibility since not always traditional teaching
      - 3. What is the status of portable? To remain?
      - 4. Flexible teaching stations
        - a. Orientation of teaching aids, e.g. monitors
      - 5. Flexible furniture equipment/arrangements
      - 6. Storage distributed throughout classroom
        - a. Storage spaces at central location of campus
      - 7. Multi uses for all vertical/wall surfaces
      - 8. Multiple monitors
      - 9. Population with GFS is 440 people ( 64 in GFS)
      - 10. Ability to open classrooms into each other, eg. Sliding doors
      - 11. Storage needed for GFS
    - B. Kindergarten (K1-6)
      - 1. GFS K1 in portable is in poor condition; has no infrastructure in terms of plumbing, eg. Watercloset, sink
      - 2. Play area for GFS, particularly for K1
      - 3. Shade in playground
      - 4. Defined as a teaching space or other spaces
      - 5. Hard surface flooring with rugs
      - 6. Storage
      - 7. No space for "Kinder Bridge" (after school care)
    - C. Art
      - 1. Shared with science and afterschool
    - D. Technology
    - E. Music
      - 1. In open space of MPR
        - a. Need a designated space

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Santa Barbara Office  
802 East Cota Street, Suite A  
Santa Barbara, CA 93103  
805.963.1955

San Luis Obispo Office  
560 Higuera Street, Suite C  
San Luis Obispo, CA 93401  
805.476.0399

# FOOTHILL AND GOLETA FAMILY SCHOOL SITE MEETING

- F. Physical Education / Playgrounds
  1. Shaded areas needed throughout campus, particularly at kinder yard
  2. Parity in playground/field areas (throughout district)
    - a. Age appropriate playground equipment
- G. Outdoor Classroom
  1. Important to GFS: Maintain and expand
  2. Inclusion of "The Bowl" into solution for outdoor learning spaces
  3. Designated outdoor meeting spaces for students, parents and staff
  4. More centralized "Foothill" Garden, closer to campus
  5. Could garden be used for learning?
    - a. Shade structure
    - b. Instruction area
  6. Exterior power supply-outlets; for outdoor activities
- H. Science
- I. Drama
- J. Special Education
  1. Centralized testing room, small instruction, counseling, quiet room, learning center, etc.
  2. "Student Services Center"
    - a. With individual thermal control
- K. Spaces between classroom blocks needs to be utilized and/or refurbished
- L. Computer lab is still a viable space
- V. Support Services Needs / Desires
  - A. Administration
    1. Need for teacher's lounge; non-existent
    2. Quiet room (waiting room)
    3. Meeting room (multi-use)
    4. Parent resource room
    5. Records room
      - a. Currently in office shared by 3 people
    6. "Openness" in admin area
  - B. Counseling
    1. Designated spaces for speech and other specialist spaces with storage
      - a. Space in Administration area for different uses by volunteers
  - C. Library / Media Center

1. Is too small and need space for activities in the library
  2. Continued access to library during evening/summer
  3. Physical quality of library can influence recruitment of a new librarian
  4. Library as library/media center/maker space in a central location
  5. Open up library annex to library as one space
    - a. Also expanding to south parking/terrace area
  6. Centralized space
  7. Weather path of travel to/from
  8. Expansion
  9. Need more space for different seating options
    - a. "Reading nook"
  10. Modular seating
- D. Multipurpose / Cafeteria
    1. Divide MPR into two spaces for different uses.
      - a. Acoustical partition
    2. Need for dedicated "eating", lunch area
  - E. Food Services
    1. Issues with sharing space with other functions
  - F. Restrooms
    1. Request one adult restroom in MPR
  - G. Maintenance & Operations
  - H. General purpose meeting space/storage for various groups on campus
  - I. Learning center needs to be expanded
  - J. Need a lactation room
- VI. Site / General Needs / Desires
  - A. Entry / 'Front Door'
    1. Admin office is not obvious
      - a. Better signage, wayfinding
    2. Highlight secondary entrance, off Ribera, to control traffic and visibility
  - B. Security
  - C. Sustainability
    1. Recycling options throughout campus; more than solely trash cans
    2. Need recycling bins in lunch area

# FOOTHILL AND GOLETA FAMILY SCHOOL SITE MEETING



Goleta Union School District  
Facilities Master Plan  
PMSM #018194.01

## FACILITIES SITE MEETING # 1 MINUTES

DATE: April 29th, 2019  
TIME: 8:00am  
LOCATION: Foothill and Goleta Family Elementary School  
RE: Facility Site Meeting

PRESENT: Martin Hartmann, 19six Architects  
Cynthia Diaz, 19six Architects  
Tim Berry, GUSD Custodial Supervisor

- D. Acoustics
    - 1. Provide good acoustics throughout campus
  - E. HVAC / Thermal Comfort
    - 1. Issues with thermal comfort
  - F. Electrical Power
    - 1. Outdated electrical infrastructure
      - a. Panels, outlets, etc.
    - 2. Need more power outlets
    - 3. Need USB charging outlets
  - G. IT / Data
  - H. Daylighting
  - I. Ventilation
    - 1. Issues with ventilation
  - J. Restrooms
    - 1. Gender neutral restrooms on the campus
    - 2. All restrooms need refurbishment/height of partitions
    - 3. Re-key existing restroom for access
  - K. Vehicle circulation / drop-off
    - 1. "No Left Turn" signage sign at parking lot exit?
    - 2. Roadside drop off instead of in parking lot
  - L. Parking
    - 1. Possible staff parking at northwest corner of campus (see site sketches)
  - M. Bus drop-off
  - N. Pedestrian Circulation
    - 1. Clarify bike/pedestrian pattern around parking lot
      - a. Expand pathway width
  - O. Filtered water stations with bottle filler, everywhere
- Closing / Follow up

- I. Building Envelope, Interiors and Programs
  - A. Replace portables with permanent structure
  - B. MPR is too small for their school population
  - C. Pumping stations are needed for two returning teachers next school year
  - D. Need a "funneling" architectural element to bring all visitors to the office. There is signage everywhere, but it doesn't bring the visitors into the office
  - E. Lunch area for Kindergarten with permanent shade and structure
  - F. Teacher's lounge hears noise from classroom next door. Lounge conversations can be heard into office next door that is separated only by a partition wall. Sink too low as it was originally for classroom setting. Not an accessible building. AC doesn't reach office in front of teacher's lounge
  - G. Remove storage sheds and relocate storage to a permanent structure, accessible to staff and near classrooms
  - H. GFS storage should be relocated next to or inside classrooms
  - I. Teacher expressed that she would like to keep the windows open on the north wall on very warm days, but the noise from the school yard is disruptive and she can't cool down the room with one fan and hard-to-operate windows on the west wall
  - J. Bees come in through vents
  - K. Staff and students do not use these ADA restrooms. There is a dislike of restrooms in portables and prefer a permanent structure
  - L. Library is small and uses adjacent room as an annex, that was once the teacher's lounge
  - M. ADA parking renovation
  - N. Storage unit too close to Kindergarten wall; not enough clearance
  - O. Restrooms in kinder and staff are not ADA compliant
  - P. Ramp has rotting wood and is not ADA compliant

# FOOTHILL AND GOLETA FAMILY SCHOOL SITE MEETING

- Q. Old cafeteria tables are too large, heavy, damaged and dangerous for staff, parents, and volunteers to operate. Need to be replaced with easier and lighter tables as they are at Hollister
- R. Classroom and nurse's sinks to be updated to ADA standards for children's age group
- S. Seal masonry
- T. Concrete base needed at all existing wooden columns
- U. Standardize door hardware system
- V. Re-carpeting throughout all classrooms and offices
- W. Gutters and downspouts are needed throughout campus
- X. Leaking roofs and ceilings at portables
- Y. More instructional space, outdoor spaces
- Z. Roots, puddles and sandbagging issues; damages portables
- AA. Need quiet, multi-use spaces
- BB. Thresholds throughout school are not accessible
- CC. Window hardware and operation are cumbersome
- DD. Termite damage
- EE. Replace damaged and rotted wooden columns with new wood and a concrete base (some have been already been replaced)
- FF. GFS has three storage sheds
- GG. More Tuff sheds are not the solution to storage. Storage is needed in classrooms and offices
- HH. Fans just installed in classrooms a week ago, end of April
- II. Heater units put in 25 years ago
- JJ. Need more maintenance staff

## II. Site, Circulation and Safety

- A. Playgrounds need updating
- B. Proposed staff Parking to be separated from drop-off/pick up and visitor parking
- C. Baseball diamonds need updating
- D. Remove planters that were put in by parents years ago, but have become hard to maintain and upkeep by staff
- E. "Bowl" to be an amphitheater venue for events and drama. Needs to be ADA compliant
- F. Remove trellis and vegetation against portable classroom
- G. Remove shrubs. They only have contract grass cutters, not gardeners. Current gardening staff cannot keep up
- H. GFS garden not accessible
- I. Play pins to replace wooden box frame with concrete curb and put in wood-chips. Rubber mats create rusty poles and rain water fills in poles
- J. Standardize basketball hoops
- K. Tree maintenance/removal needed for limbs falling, overgrown roots and leaves clogging drains
- L. Exit signage needed in all exterior doors in all buildings
- M. Site signage for ADA restrooms
- N. Room signage not compliant

- O. Pete Soto, MOT, has tree experience. Says started a study on all the trees on each campus and his recommendations for better tree selection

## III. Systems

- A. Drainage work needed
- B. Plumbing supply upgrades needed
- C. All clocks to have both digital and analog
- D. All classrooms need a dedicated computer charging storage with appropriate electrical support and lock safety
- E. Replace timed lighting fixture system to dawn/dusk digital site lighting system
- F. AC needed





# Foothill Elementary

## 2020 FACILITY NEEDS PROJECT LIST

Roofing Replacement, per Roofing Assessment Report

Parking / Circulation Improvements

Solar Parking Shade Structure with Solar Battery Storage and E-Vehicle Charging Stations

New Shade Structure in Kindergarten Yard

New Shade Structure in Eating Area

New Shade Structure in Large Playground

Modernize Existing Classrooms, Administration, & Support with Furniture

New 2,000 sq.ft. Library / Media / STEAM Center

New Classroom Pod - Four (4) Classrooms

New Kindergarten Classroom

New Portable Classroom for After-School Program

Infrastructure Improvements

Demolition of Eight (8) Portable Buildings

Pavement Improvements per Paving Assessment Report

New Heating, Ventilation and Air Conditioning System

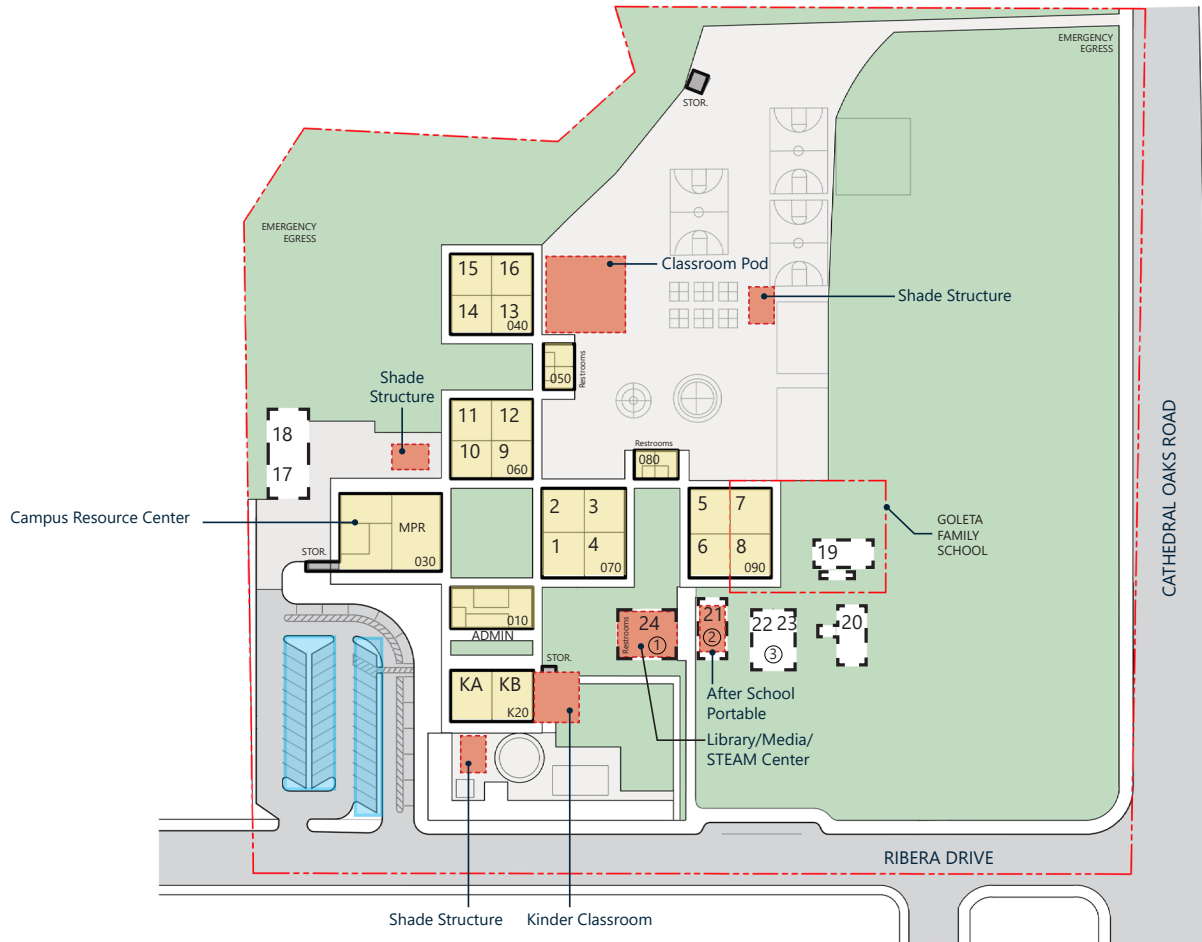
Exterior LED Site Lighting

menu



EXE  
zoom

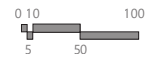
# CONCEPT MASTER SITE PLAN



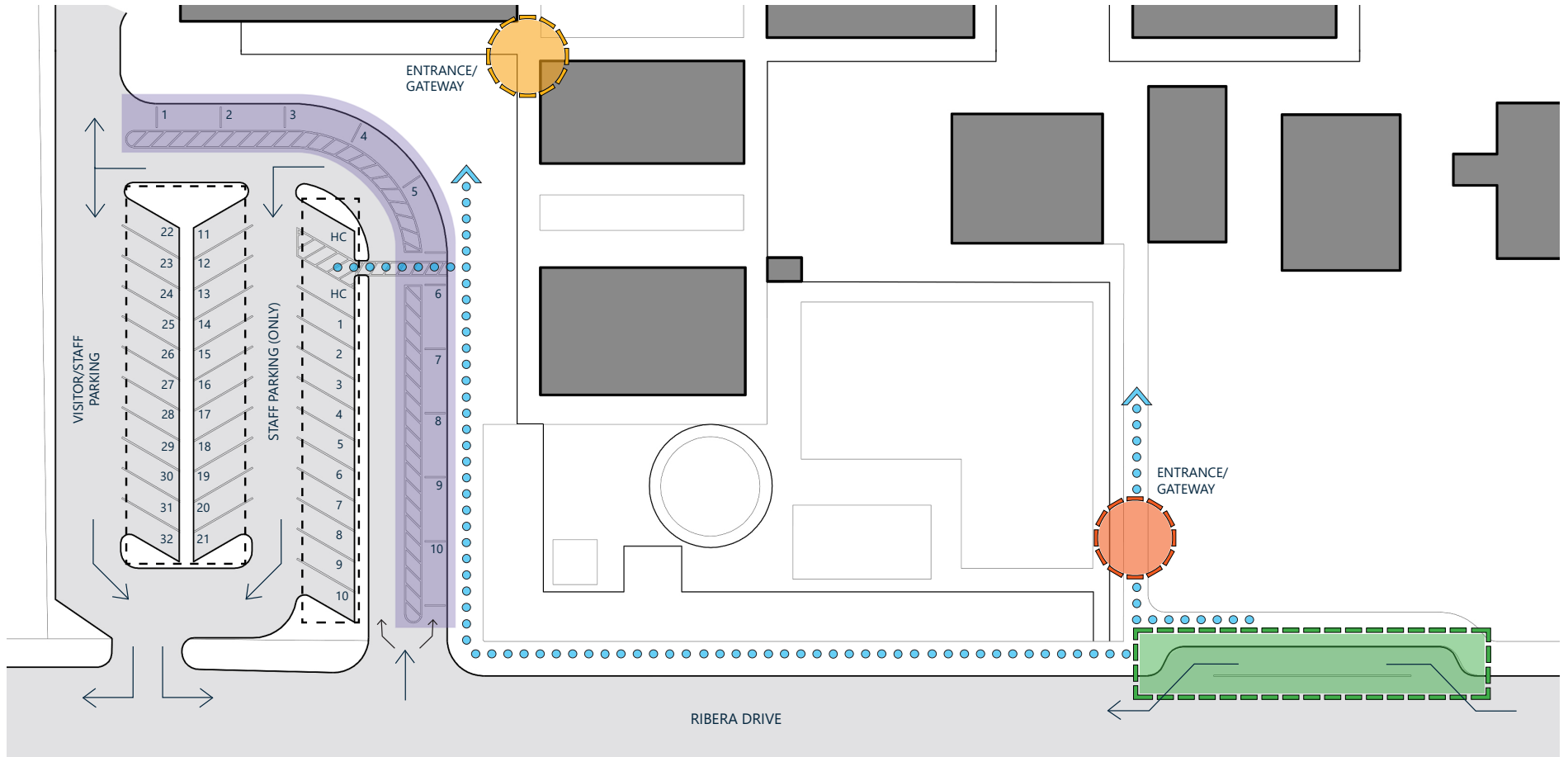
## LEGEND

- Existing Structures
- New Construction
- Removed (E) Portable Structure
- Solar Parking Shade Structure (8,500 sq.ft. total)
- Modernization
- XXX Building Number\*
- XX Room Number\*
- \*See Facility Assessment Scoring Sheet for further information
- Ⓧ Numbered Note

- ① Relocate 1st, 5th, & 6th grade from rooms 21 and 24 to a new classroom pod. Relocate kindergarten classroom from 21 to new kindergarten classroom.
- ② Art and Science program moved to new Library/Media/STEAM Center. Afterschool program moved to new portable location.
- ③ Resource rooms moved to Campus Resource Centers, Rooms 17 & 18 and MPR Building.

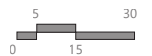


# CONCEPT CIRCULATION SITE PLAN



## LEGEND

- Modified Drop Off Lane
- Existing Entrance/ Gateway
- Proposed Entrance/ Gateway
- Pedestrian Circulation
- Solar Panel Structure Above
- Proposed Bus Drop Off



HOLLISTER  
ELEMENTARY



# HOLLISTER ELEMENTARY SCHOOL

4950 Anita Lane, Santa Barbara, CA 93111



Year Built: 1962

Acreage : 9.55 Acres  
8.7 Usable Less Parking

Current Enrollment: 403

Class Size Average: 19.19

Total Classroom Spaces: TK-3RD: 13  
4TH-6TH: 9

# EXECUTIVE SUMMARY

## SITE

The Hollister Elementary School campus is located at 4950 Anita Lane in Santa Barbara, CA. The campus is bounded to the south by Anita Lane; and by residential blocks at its western, northern and eastern boundaries, along South San Marcos Road, Hollister Avenue and Inwood Drive, respectively. The 9.6-acre site is relatively rectangular, with a northeasterly angled northern boundary and a curvilinear southern boundary. It's long axis is in the north-south direction, perpendicular to Anita Lane.

The school's campus is comprised of fifteen buildings, which are generally located in the southern half of the site. Eleven of the buildings are permanent structures, placed adjacent to each other, in a L-shaped configuration. The placement of the buildings creates a central quadrangle near the vertex of the L-shape. Additionally, there are secondary quadrangles or open corridors between each one of the buildings. The buildings house the school's instructional, multipurpose, library, administrative and support facilities. The remaining four campus buildings are portable structures, that house instructional spaces. Two are located along the eastern boundary of the site, at the end of the east-west short leg of the L-shape. Another building is located along the western boundary of the site, adjacent to the school's garden. The fourth and largest portable building is located immediately west of the north-south long leg of the L-shape, south of the county resource building.

The L-configured buildings are interconnected by colonnaded walkways, which are created by the buildings' roof overhangs. The buildings define the school's blacktop and play structures area along its southern and western edges. Recreational fields are located in the northern half of the site.

Passenger drop-off, staff and visitor parking are located along the western boundary of the campus with vehicular access provided at the southwest corner of the site, off of Anita Lane. There is an accessible path of travel between the southern portion of the parking lot and the school's main entrance. The path is defined by pavement striping, a sidewalk ramp and the sidewalk. There are three van stalls provided immediately adjacent to the path of travel. Additionally, there is an accessible path of travel between the northern portion of the parking lot and the colonnaded walk leading to school's main entrance. The path is defined by signage, pavement striping, a sidewalk ramp and the sidewalk. There is one car stall and one van stall provided immediately adjacent to the path of travel.

## BUILDINGS

Hollister Elementary School was built in 1962 and was the first of a series of five schools to be built with seven concrete block buildings with identical floor plans to Kellogg and La Patera Elementary Schools. In 1999, three classroom additions were constructed, including a kindergarten classroom. A couple years later in 2001, two more classrooms were constructed, one of which houses the art program. The construction of all original buildings, and additions, consists of a concrete masonry exterior, wood frame interior walls, wood framed single-paned windows, and concrete slab sub-flooring and exterior paths. Majority of the portables are over twenty years old and are in need of exterior, interior modifications and accessibility upgrades. The Hollister campus is also home to the Santa Barbara County Special Education Program. The program is housed in an octagonal portable building and is over twenty-five years old and thus is in major need of repair, modifications and accessibility upgrades.

All of the original buildings are connected and protected by a flat roof supported by a colonnade. The roof is in major need of repair. It was observed that there was water puddling, overflow and gutters leading out from the roof with no proper drainage down to the ground. Replacement of the entire roof, with proper water drainage and sloping, is necessary.

Throughout the campus there is termite damage that includes: exterior and interior wood finishes, window trim and framing; door trim and framing; and campus planter boxes and seating benches. Some of the original exterior wooden columns, that make up the exterior colonnade, have been replaced with metal, or a new wooden member with a concrete base, as the original columns have been deteriorating with termites, weathering and pedestrian traffic. Currently, district-wide green-campus measures for addressing termites have not been effective.

Overgrown tree roots have caused some pathways to rise. In particular a tree has lifted the concrete over by classroom 7, Building 90. The almost two-inch rise has been patched and sloped with quick drying concrete, but is cracking, causing a trip hazard and not sloped correctly for accessible compliance. The roots appear to make their way towards the classroom, lifting the pathway and potentially will cause structural and/or infrastructure issues.

All pathways from the public right-of-way(s) to, from and within the campus need to comply with current American Disabilities Act requirements and Fire Life Safety

# EXECUTIVE SUMMARY

## BUILDINGS CONTINUED

standards. All accessible pathways require requisite ADA compliant signage and (emergency) egress points need to be visually designated, accordingly. There are currently staff and student ADA restrooms in a portable that are underutilized. The currently accessible -designated (student) restrooms, drinking fountains and parking stalls require updated signage to comply with the American Disabilities Act.

All campus door hardware lock and unlock from their exterior side. Therefore, each door has a Lock-Block in case of a shooter-related intruder. Staff expressed the need for safer door hardware system and window screening. Visibility is also a concern from the front desk administration office and the principal's office out to the main entrance that also serves as the drop-off/pick-up and parking lot. The kindergarten classrooms feel they are the most vulnerable to an intruder being that the classrooms are in front of the school and adjacent to the main entrance with no window or fence screening.

## PROGRAM SPACES

The upper grade classrooms feel spatially constrained. The ergonomics of the classroom need to be considered for the appropriate age group through flexible furniture, teaching stations, the ability to open sliding doors from one classroom to the next.

A variety of playgrounds and areas are needed for quiet, small or large group, shaded and open space recreation and outdoor learning. The current play equipment is outdated and needs upgrades, repair and maintenance. More hangout spaces are desired for students to interact with peers. The faculty expressed the need for outdoor teaching infrastructure of furniture, seating, landscaping and shade structures to enhance their curriculum.

Staff and community at this campus have expressed the desire for additional/ supplemental program spaces as well as the modernization of existing facilities. For a more detailed list of desired spaces, please refer to the Site Meeting Minutes in this section and the appendix in this document.

## BUILDING SYSTEMS

### HVAC:

Generally, the spaces on the campus are heated by gas-fired, forced air units (FAU). Each classroom has an FAU that is individually controlled. Indoor thermal comfort during warm weather is generally poor/unpleasant on the campus due to poor natural ventilation provided by nonfunctional, operable windows and a lack of air conditioning.

### Plumbing:

Although there are references to a history of plumbing infrastructural upgrades on the campus, the scope of the work cannot be verified. Therefore, plumbing infrastructural upgrades up to and within the campus need to be completed. The campus does not have clean-outs and there is a general issue of calcification build up occurring on the campus.

### Electrical:

The last upgrade to the campus' electrical infrastructure occurred over twenty years, ago. However, the scope of electrical work was limited and of poor quality. The school's curriculum now encompasses new technologies, e.g. Chrome Books or iPads – that require updated and modern infrastructure. Therefore, electrical infrastructural upgrades up to and within the campus need to be completed.

### Technology:

A reliable Wi-Fi network is necessary to keep up with growing need. More than one monitor per classroom is requested for break out of student and lecture groups. The computer lab should be configured to be adaptable to different needs of young and older student users, should be in a larger space and better electrical power infrastructure. Please see section District Offices Executive Summary, Technology: District Wide Needs for more information.

# SITE AERIAL



# FACILITY ASSESSMENT DATA SCORING SHEETS

This worksheet establishes data for determination of priority projects across a campus or district wide level. Please note that the findings in this spreadsheet are based on the architect's field observations only. In the event any hazardous, structural, or fire and life safety discrepancies are witnessed by the architect, the district may be required to conduct additional testing or research to ensure the safety of the students, staff, and community. The architect will report any findings of this nature to the district.

Rating Key	
1=	no repair necessary
2=	cosmetic repair necessary
3=	preventative maintenance necessary
4=	repair necessary
5=	repair necessary for use past 2 years
6=	major repair needed for immediate continued use

BUILDING	RELO (Y/N)	MODULAR (Y/N)	ROOM	USE	DSA#	YEAR BUILT	AGE	AGE SINCE MOD	HAZ	STRUCT.	FLS	BLDG ADA	ROOF	ENVL	GLAZING	ACOUS.	DAYLITE	HVAC	SITE ADA	SITE UTIL	SECRTY	AESTH.	SUM	PRIORITY FACTORY	
010	N	N	Workroom	Faculty	22244	1962	57	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2	
	N	N	Hall	Circulation	100995	1962	57	20	1	1	4	4	4	1	1	1	1	4	4	1	1	3	37	14.8	
	N	N	Storage	Storage	101811	1962	57	20	1	1	1	4	4	1	1	1	1	1	4	1	1	1	2	27	10.8
	N	N	Furnace	HVAC	118966	1962	57	20	1	1	1	4	4	3	1	1	1	1	1	4	4	1	2	32	12.8
	N	N	Reception	Administration		1962	57	20	1	1	1	4	4	3	4	4	1	1	4	4	4	4	3	51	20.4
	N	N	Principle's Office	Administration		1962	57	20	1	1	1	4	4	3	4	1	1	4	4	4	4	4	3	45	18.0
	N	N	Conference	Conference		1962	57	20	1	1	1	4	4	3	4	1	1	4	4	4	4	4	3	42	16.8
	N	N	Nurse	Nurse		1962	57	20	1	1	1	4	4	3	4	1	1	4	4	4	4	4	3	45	18.0
	N	N	Unisex Restroom	Nurse/Student		1962	57	20	1	1	1	4	4	3	1	1	1	4	4	4	4	1	3	36	14.4
	N	N	Hall	Staff Restrooms/Exit		1962	57	20	1	1	1	4	4	3	1	1	1	4	4	4	1	4	3	45	18.0
	N	N	(N) Unisex Restroom	Staff Restroom		1962	57	20	1	1	1	4	4	3	1	1	1	4	4	4	4	1	3	36	14.4
	N	N	Storage Room	Storage		1962	57	20	1	1	1	4	4	1	1	1	1	4	4	1	1	2	30	12.0	
	N	N	(S) Unisex Restroom	Staff Restroom		1962	57	20	1	1	1	4	4	1	1	1	1	4	4	4	1	3	34	13.6	
	030	N	N	MPR	MPR	22244	1962	57	20	1	1	4	4	4	3	4	4	1	4	4	4	4	3	51	20.4
		N	N	Storage	Chair Storage	100995	1962	57	20	1	1	1	4	4	1	1	1	1	1	4	1	1	2	27	10.8
N		N	Storage	MPR Storage	101811	1962	57	20	1	1	1	4	4	1	1	1	1	1	4	1	1	2	27	10.8	
N		N	Hall	Circulation	101851	1962	57	20	1	1	1	4	4	3	1	1	1	1	4	4	1	1	3	39	15.6
N		N	Hall Storage	Storage	118966	1962	57	20	1	1	1	4	4	3	1	1	1	1	4	1	1	2	29	11.6	
N		N	Custodial	Custodial		1962	57	20	1	1	1	4	4	3	1	1	1	1	1	4	4	1	3	33	13.2
N		N	Unisex Restroom	Restroom		1962	57	20	1	1	1	4	4	1	1	1	1	4	4	4	1	3	34	13.6	
N		N	Kitchen	Kitchen		1962	57	20	1	1	1	4	4	3	4	4	1	1	4	4	4	4	3	45	18.0
N		N	Mechanical	Mechanical		1962	57	20	1	1	1	4	4	3	1	1	1	1	4	4	4	1	2	32	12.8
N		N	Lounge Kitchen	Faculty		1962	57	20	1	1	1	4	4	3	1	1	1	4	4	4	4	3	39	15.6	
Y		N	Lounge	Faculty		1962	57	20	1	1	1	4	4	4	3	4	1	3	4	4	4	4	3	50	20.0
K20		N	N	Kindergarten A	Classroom	22244	1962	57	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
		N	N	Restroom 1A	Restroom	101811	1962	57	20	1	1	1	4	4	1	1	1	1	4	4	4	1	3	34	13.6
		N	N	Restroom 2A	Restroom	100995	1962	57	20	1	1	1	4	4	1	1	1	1	4	4	4	1	3	34	13.6
		N	N	Storage	Storage	101732	1962	57	20	1	1	1	4	4	3	4	1	1	4	4	4	4	2	41	16.4
	N	N	Kindergarten B	Classroom	101851	1962	57	20	1	1	1	4	4	3	4	1	1	1	4	4	4	4	3	48	19.2
	N	N	Restroom 1B	Restroom	118966	1962	57	20	1	1	1	4	4	1	1	1	1	4	4	4	1	3	34	13.6	
	N	N	Restroom 2B	Restroom		1962	57	20	1	1	1	4	4	1	1	1	1	4	4	4	1	3	34	13.6	
	N	N	Kindergarten C	Classroom	101811	1999	20	20	1	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
				ADA Restroom	Restroom	100995	1999	20	20	1	1	1	1	4	1	1	1	1	4	4	4	1	2	30	12.0
						101851																			
040	N	N	13	Classroom	22244	1962	57	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2	
	N	N	14	Classroom	49234	1962	57	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2	
	N	N	15	Classroom	100995	1962	57	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2	
	N	N	16	Classroom	101732	1962	57	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2	
						101851																			
050	N	N	Girls Restroom	Restroom	22244	1962	57	20	1	1	1	4	4	3	1	1	1	1	4	4	1	3	33	13.2	
	N	N	Boys Restroom	Restroom	100995	1962	57	20	1	1	1	4	4	3	1	1	1	1	4	4	1	3	33	13.2	
	N	N	ADA Restroom	Girls Restroom	101851	1962	57	20	1	1	1	3	4	3	1	1	1	1	4	4	1	2	31	12.4	
	N	N	ADA Restroom	Boys Restroom	118966	1962	57	20	1	1	1	3	4	3	1	1	1	1	4	4	1	2	31	12.4	
060	N	N	10	Library	22244	1962	57	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2	
	N	N		Library	49234	1962	57	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2	
	N	N	11	Classroom	100995	1962	57	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2	

# FACILITY ASSESSMENT DATA SCORING SHEETS

	N	N	12	Classroom	101732	1962	57	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
					101851																			
					118966																			
070	N	N	1	Classroom	22244	1962	57	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
	N	N	2	Classroom	49234	1962	57	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
	N	N	3	SCD/RSP	100995	1962	57	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
	N	N	4	Classroom	101732	1962	57	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
					101851																			
					118966																			
080	N	N	Girls Restroom	Restroom	22244	1962	57	20	1	1	1	4	4	3	1	1	1	1	4	4	1	3	33	13.2
	N	N	Boys Restroom	Restroom	100995	1962	57	20	1	1	1	4	4	3	1	1	1	1	4	4	1	3	33	13.2
	N	N	PTA Closet	Storage	101851	1962	57	20	1	1	1	4	4	3	1	1	1	1	4	4	1	2	32	12.8
	N	N	Custodial	Custodial	118966	1962	57	20	1	1	1	4	4	3	1	1	1	1	4	4	1	3	33	13.2
090	N	N	5	Classroom	22244	1962	57	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
	N	N	6	Classroom	49234	1962	57	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
	N	N	7	Classroom	100995	1962	57	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
	N	N	8	Classroom	101732	1962	57	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
					101851																			
					118966																			
100	N	Y	(2) Unisex Restroom	ADA Restroom	65328	1996	23	20	1	1	1	1	2	3	1	1	1	1	4	4	1	3	28	11.2
					100995																			
					101851																			
					118966																			
9	N	Y	9	Music & Art	52239	1989	30	20	1	1	4	4	4	2	4	1	4	1	4	4	4	3	47	18.8
					100995																			
					101851																			
					118966																			
CL	N	Y	Computer lab	Computer lab	27845			20	1	1	4	2	4	2	4	1	1	1	4	4	4	2	41	16.4
					65328	1996																		
					101851																			
					118966																			
18	N	Y	18	Classroom	52239	1989	30	20	1	1	4	4	4	3	4	4	1	1	4	4	4	3	48	19.2
	N	Y	18A	Counseling	100995	1989	30	20	1	1	4	4	4	3	1	1	3	1	4	4	4	3	44	17.6
	N	Y	18B	Counseling	101851	1989	30	20	1	1	4	4	4	3	1	1	4	1	4	4	4	3	45	18.0
19	N	Y	19	Learning Center	118966	1989	30	20	1	1	4	4	4	3	4	4	4	1	4	4	4	3	51	20.4
20	N	Y	20	Classroom	23590	1986	33	20	1	1	4	4	4	3	4	1	4	1	4	4	4	3	48	19.2
					47586																			
					52239																			
					100995																			
					101851																			
					118966																			
21	N	Y	21	County Special Ed.	37946	>1994		20	1	3	4	5	4	5	4	1	4	1	4	4	3	4	55	22.0
22	N	Y	22	County Special Ed.	100995	>1994		20	1	3	4	5	4	5	4	1	4	1	4	4	3	4	55	22.0
					101851																			
					118966																			
23	N	Y	23A	Afterschool program	27845	94<'02		20	1	3	4	4	4	3	4	1	4	1	4	4	3	3	51	20.4
	N	Y	23B	Speech	50668			20	1	3	4	4	4	3	4	1	4	1	4	4	3	3	51	20.4
					100995																			
					101851																			
					118966																			
24-25	N	N	24	Classroom	101811	1999	20	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
	N	N	25	Classroom	100995	1999	20	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
					101851																			
					118966																			
26-27	N	N	26	Classroom	104786	2001	18	18	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	17.3
	N	N	27	Art Classroom	100995	2001	18	18	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	17.3
					101851																			
					118966																			
Parking	N	N	Parking	Parking	22244	1962	57	20	1	1	4	1	1	3	1	1	1	1	4	1	4	3	33	13.2

# HOLLISTER ELEMENTARY SCHOOL SITE MEETING



Goleta Union School District  
Facilities Master Plan  
PMSM #018194.01

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## SITE MEETING # 1 MINUTES

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DATE: April 8<sup>th</sup>, 2019  
TIME: 3:30/5:30pm  
LOCATION: Hollister Elementary School  
RE: Site/Community Meeting

PRESENT: Rosa Alvarado, 19six Architects  
Roland Flores, 19six Architects

### STAFF MEETING

Loriann Mastromarino, Teacher (1<sup>st</sup>)  
Liz Larsen, Teacher (K)  
Kristina Munoz, Teacher (LC)  
Caren Roberts, Teacher (1<sup>st</sup>)  
Sara Kaplowitz, Teacher (5<sup>th</sup>)  
Phoebe Ball, Teacher (K)  
Allison Mowers, Teacher (K)  
Lindsay Kurtz, Teacher (3rd)  
Jessica Morelos, Teacher (3rd)  
Abby Vasquez, Principle  
Shad Springer, Teacher (6<sup>th</sup>)  
Veronica Flores, Teacher (3-4<sup>th</sup>)

### COMMUNITY MEETING

Vicki Ben-Yaacov  
Ericka TeSlaa, Parent  
Carin Ezal, Trustee  
Jose Chicote, Teacher (6<sup>th</sup>)  
Jennifer Ono, Parent  
Hilda Garcia, Parent  
Gavino Maganda, Parent  
Devany Bechler, Parent

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- 
- I. Introductions
  - II. Process Overview
  - III. Education Specifications
    - A. STEM/STEAM
      - 1. Environmental education
    - B. Community
      - 1. Extra tables
      - 2. Vertical gardens
  - IV. Instructional Space Needs / Desires
    - A. Regular Classroom
      - 1. Larger classrooms
        - a. Some have up to 30 students
      - 2. Mutable/flexible teaching spaces
        - a. Furniture appropriately sized
      - 3. Space options for smaller groups
        - a. Testing areas
        - b. Dividable areas
      - 4. More space for upper class levels
      - 5. Storage an issue
      - 6. Blinds in classrooms for security and lighting
      - 7. Back pack hook near classroom entrances
        - a. Not in dirt or bushes
      - 8. Better entrances into classrooms
        - a. Clearer, smoother
      - 9. Multiple uses of surfaces in classrooms, eg. writable surface on storage
      - 10. Upgrade casework for aesthetics and safety
        - a. Hardware to be updated
      - 11. Classrooms arranged with different "centers" to spur interaction/activity
        - a. Flexibility
        - b. E.g. classroom 25 or 26
      - 12. More monitors to support flexibility of seating
        - a. Minimum of two monitors
      - 13. No dedicated quiet , comfortable space in classrooms for individual work
      - 14. Potential for classroom collaboration/learning with off campus locations
        - a. Via technology
      - 15. Lack of space for makeup test or instruction
      - 16. Struggle with pull-out areas
    - B. Kindergarten
      - 1. Needs bigger play area
    - C. Art
      - 1. Need a dedicated art room centrally located
      - 2. Current art room is not purposed built

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# HOLLISTER ELEMENTARY SCHOOL SITE MEETING

- a. It is multi use
- 3. Ideal to have full-time art and music programs and spaces
- D. Technology
  - 1. Wifi issues
    - a. Bad, especially when it rains
  - 2. More than one monitor per classroom is desired
  - 3. Computer lab adaptable to different needs of users, eg. Younger vs older users
  - 4. General technology equipment upgrades on campus
  - 5. Computer lab currently undersized and lacks power
- E. Music
  - 1. Dedicated music room with appropriate infrastructure
    - a. Ideal to have full-time art and music programs and spaces
    - b. EG "sound proofing"; acoustics
    - c. Storage
- F. Physical Education / Playgrounds
  - 1. A variety of areas for recess activity
    - a. Quiet
    - b. Small group
  - 2. Shade structures for instruction and recess
  - 3. Outdated equipment
    - a. Needs maintenance
  - 4. Security along access points of fields periphery
  - 5. Reactivate obstacle course
  - 6. Gopher issue
  - 7. Blacktop needs refurbishment
  - 8. Trash in fields; More trash cans
    - a. Recycling bins needed
  - 9. Need age specific playground areas
    - a. Areas for older kids
    - b. Places for meeting others to sit and talk
  - 10. Obstacle Course
- G. Outdoor Classroom
  - 1. Outdoor teaching infrastructure
    - a. Furniture
    - b. Seating areas
  - 2. Outdoor seating shared between classrooms
  - 3. Outdoor seating (benches or risers)
    - a. Permanent amphitheater
  - 4. Integrate teaching areas and landscape (indoor/outdoor)
    - a. Nature to be incorporated in instruction
  - 5. Outdoor reading areas
  - 6. Garden is underutilized; dependent on management
    - a. Possibility for a vertical garden to supply food at school

- 7. More shade structures
- H. Science
  - 1. Need a dedicated room centrally located
    - a. Lab tables, sinks, storage
  - 2. Flexibility needed within general classroom
  - 3. Combine with Maker space
  - 4. NGSS (Next Generation Science Standards)
- I. Drama
  - 1. Class by class basis
  - 2. Existing infrastructure in MPR is insufficient
  - 3. Larger space to accommodate entire school
  - 4. Accessibility of stage
  - 5. Acoustics and lighting
- J. Special Education
  - 1. Flexibility of space for learning center and mild/moderate classroom
    - a. Less distracting
    - b. Break out spaces
  - 2. Intervention classrooms
  - 3. Currently two designated programs
- K. Infrastructure overall
  - 1. Electrical outlets
- L. General Aesthetics
  - 1. Color
  - 2. Inspirational environment
- V. Support Services Needs / Desires
  - A. Administration
    - 1. Lacks space
    - 2. Conference room too small
    - 3. Staff lounge is unpleasant, dark
      - a. Isolated from faculty work room
    - 4. Bigger meeting space
    - 5. Front desk is too small
  - B. Counseling
    - 1. Office too small
  - C. Library / Media Center
    - 1. Dedicated library with spaces for different groups
      - a. Quiet reading room
      - b. Main room
      - c. Media area
    - 2. No varied seating arrangements
    - 3. Not purpose built – use to be two classrooms
    - 4. One TV will be installed, shortly (more media)

# HOLLISTER ELEMENTARY SCHOOL SITE MEETING

- 5. Access during summer
- 6. More media needed to support meetings
  - a. Monitors
- 7. Make it into a "learning center"
- 8. Community felt it was adequate and cozy
- 9. Make it "Look better"
- D. Multipurpose / Cafeteria
  - 1. Sized appropriately
  - 2. Separate MPR from cafeteria
  - 3. Accessibility
- E. Food Services
  - 1. Takes away from other uses of MPR
    - a. Limitation on shared space
  - 2. Issues of food waste due to limited lunch time
  - 3. Sustainable dishware practices
    - a. Eg. Usable utensils
  - 4. Establish different recycling programs for different kinds of waste
  - 5. Install water softeners
  - 6. Compost and recycling bins
- F. Restrooms
  - 1. Need at least 2 more staff restrooms
    - a. More privacy for staff
  - 2. Student restrooms are not accessible
  - 3. Not enough kinder restrooms for 3 k's/1 TK
- G. Maintenance & Operations
  - 1. Gutters
  - 2. Outdoor lighting is insufficient
  - 3. Outdoor lighting is bad
- VI. Site / General Needs / Desires
  - A. Entry / 'Front Door'
    - 1. Directional signage
    - 2. Define "welcome" to office
  - B. Security
    - 1. More security at entry
    - 2. No big fences, but concerned about entry points
    - 3. More defined control points
      - a. Around perimeter
      - b. Gates at rear of site
    - 4. Kinder and TK play area near street
      - a. Larger
      - b. Slats in fence
    - 5. Control access to faculty lounge/rear of campus

- 6. More fencing
- C. Sustainability
  - 1. Facility (school) as a resource for environmental/sustainable education
    - a. Eg. Recycling, solar panels, etc - district is researching options to best manage these options
  - 2. Greenspace
- D. Acoustics
- E. HVAC / Thermal Comfort
  - 1. AC needed to aid concentration
  - 2. Issues with thermal comfort
- F. Electrical Power
- G. IT / Data
- H. Daylighting
  - 1. Classroom lighting
    - a. Color
    - b. Intensity
    - c. Dimmer (flexibility)
- I. Ventilation
- J. Restrooms
  - 1. Would like more staff restrooms
  - 2. Not compliant to accessibility
  - 3. Student restrooms are not accessible
  - 4. Kinder building has restrooms
- K. Vehicle circulation / drop-off
- L. Parking
  - 1. More dedicated staff parking
    - a. Better signage to clarify staff parking
    - b. Speed bumps?
  - 2. Bike rack location
    - a. Need to cross parking lot to access it
    - b. Need for staff bike rack
  - 3. Skate board racks
  - 4. Drop off is small
  - 5. Accessible signage
- M. Bus drop-off
  - 1. At street; smaller ones come into parking lot
- N. Pedestrian Circulation
- O. New whiteboards
  - 1. Community /group writing areas
    - a. Sliding door
- P. Outside quad
  - 1. Raised bleachers for promotion event

# HOLLISTER ELEMENTARY SCHOOL SITE MEETING



Goleta Union School District  
Facilities Master Plan  
PMSM #018194.01

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## FACILITIES SITE MEETING # 1 MINUTES

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DATE: April 30th, 2019  
TIME: 8:00am  
LOCATION: Hollister Elementary School  
RE: Facility Site Meeting

PRESENT: Martin Hartmann, 19six Architects  
Cynthia Diaz, 19six Architects  
Robert Matheny, GUSD MOT Director  
Tim Berry, GUSD Custodial Supervisor  
Pete Soto, GUSD Grounds Maintenance

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- I. Building Envelope, Interiors and Programs
  - A. Lift needed for platform stage access
  - B. Remove portables with permanent structure
  - C. Staff restrooms need ADA upgrades
  - D. Proposed lunch shelter
  - E. MPR is too small and only holds half their population
  - F. County Resource Building bottom sill, siding, and exterior wood finish is termite infested
  - G. Need a larger library
  - H. Classroom and nurse's sinks to be updated to ADA standards for children's age group
  - I. Seal masonry
  - J. Concrete base needed at all existing wooden columns
  - K. Standardize door hardware system
  - L. Re-carpeting throughout all classrooms and offices
  - M. All original windows are not tempered glass. Replace all windows
  - N. Roof sagging throughout. Metal fascia falling off and cannot reattach with longer screws with rotten wood behind
  - O. More storage
  - P. Tack-able surface with Chatsville-Clark
  - Q. Re-roofing can prepare for future solar install
  - R. Update casework throughout school
  - S. Classrooms all have new fans
  - T. DSA # still open at this campus. Robert says it's 20 years old and could be at Sac or LA DSA
  - U. Mike and Frank, MOT, did library remodel in-house

Closing / Follow up

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# HOLLISTER ELEMENTARY SCHOOL SITE MEETING

V. Bus drivers are back-up maintenance

## II. Site, Circulation and Safety

- A. Remove planter bed for backpack storage hooks
- B. Upgrade playground structure and flooring
- C. Fire truck access is less than 20' requirement
- D. Transformer blocking fire truck access
- E. Bent and twisted fence and gate needs replacement
- F. Wires stick out of some of the ropes in spider structure
- G. Concrete drainage channel not protected on all sides with change in elevation that clogs up at bridge
- H. Ramp to rooms 21 and 22 not compliant
- I. Tree removal for overgrown roots lifting concrete sidewalk
- J. Standardize basketball hoops to match other schools
- K. Tree removal or fence off area where large Star pine drops pines when coning
- L. Plumbing supply upgrades needed
- M. All clocks to have both digital and analog
- N. All drinking fountains to be updated to ADA standards
- O. Better lighting for security
- P. Exit signage needed in all exterior doors in all buildings
- Q. Site signage for ADA restrooms
- R. Only one water shut off valve for entire campus. Needs replacement
- S. Doctor on campus analyzed rubber at playground finding it harmful. Baked organic wood chips is less harmful. Justina at MOT has info on vendor. Performance specs to add to standards of design
- T. Low tree maintenance at this campus, but do have large pine trees in front who drop very large cones during coning season and have to tape off the area. Area enters drop-off/sidewalk
- U. Buses are getting old
- V. No infrastructure for electric buses

## III. Systems

- A. Move classroom switch lights that are on restroom walls in Kindergarten rooms
- B. Remove carpet square at the front of each classroom door and fill in with concrete
- C. Finish Computer/STEM lab remodel; address roof leak
- D. Remove old cassette/CD player and upgrade PA system
- E. All classrooms need a dedicated computer charging storage with appropriate electrical support and lock safety
- F. Updated phone and PA system
- G. Gas valves need replacing
- H. Unclog hydro-jet plumbing fixtures every month
- I. Plumbing and gas lines to be relocated to roof

- J. Training for maintenance staff during installation for future
- K. Anderson Systems is currently doing a monthly report on sewer/plumbing lines for this campus, Mountain View and El Camino

## 2020 FACILITY NEEDS PROJECT LIST

Roofing Replacement, per Roofing Assessment Report

Parking / Circulation Improvements

Solar Parking Shade Structure with Solar Battery Storage and E-Vehicle Charging Stations

New Shade Structure in Kindergarten Yard

New Shade Structure in Eating Area

Modernize Existing Classrooms, Administration, & Support with Furniture

New 2,000 sq.ft. Library / Media / STEAM Center

New Classroom Pod - Four (4) Classrooms

New Portable Classroom for After-School Program

Infrastructure Improvements

Demolition of Six (6) Portable buildings

Pavement Improvements per Paving Assessment Report

New Heating, Ventilation and Air Conditioning System

Exterior LED Site Lighting

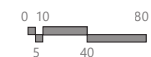
# CONCEPT SITE PLAN



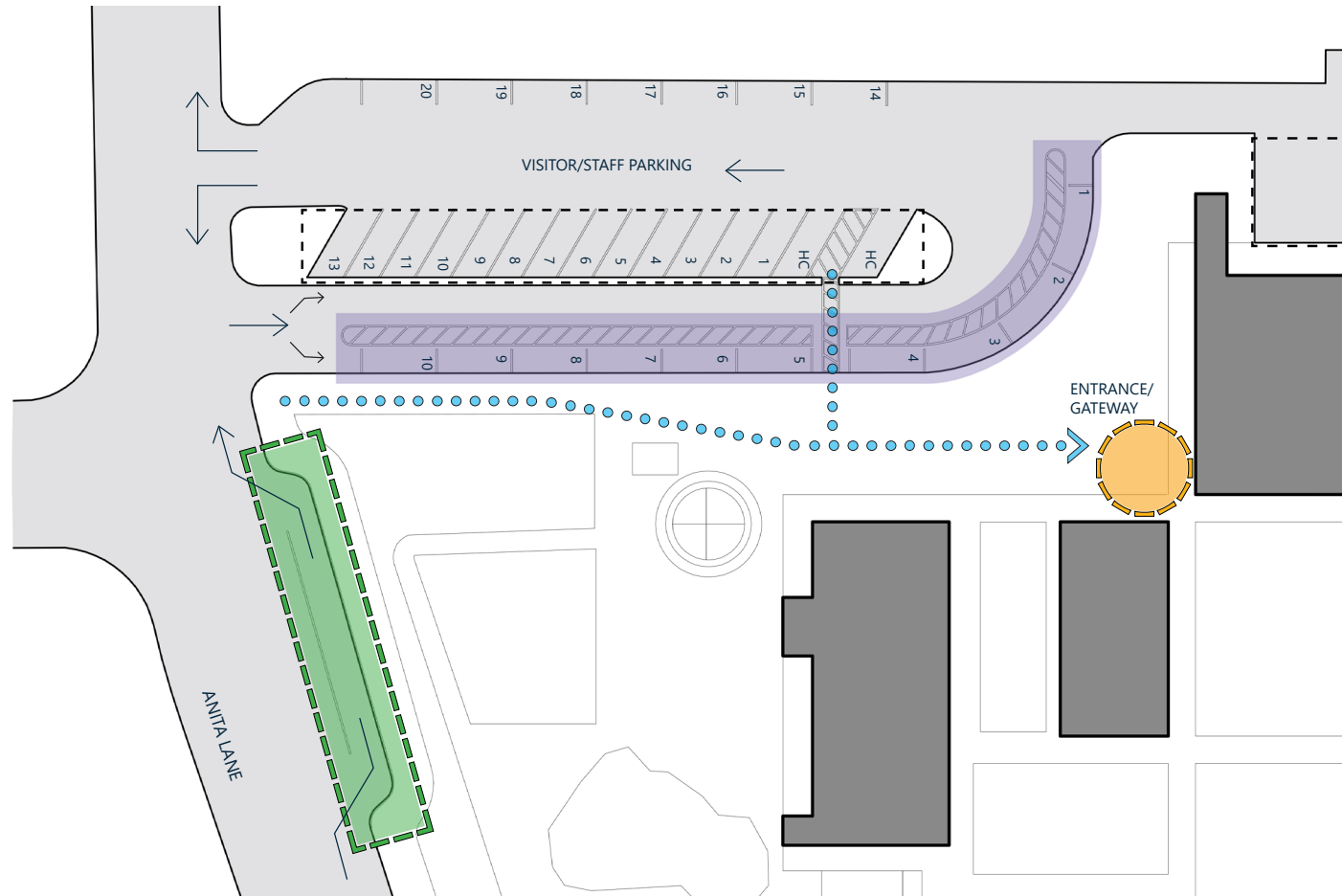
## LEGEND

- Existing Structures
- Modernization
- Removed (E) Portable Structure
- Solar Parking Shade Structure (8,100 sq.ft. total)
- New Construction
- XXX Building Number\*
- XX Room Number\*
- \*See Facility Assessment Scoring Sheet for further information
- Ⓧ Numbered Note

- ① Afterschool program to be moved into a new portable adjacent to room 27.
- ② 4th and 5th grade classes to move into new classroom pod. Psychologist and learning center to move into new classroom in room 10.
- ③ Art to be relocated from room 9 to new classroom pod.
- ④ Move computer lab to new Library/Media/STEAM Center

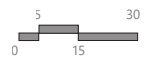


# CONCEPT CIRCULATION SITE PLAN



## LEGEND

- Modified Drop Off Lane
- Proposed Bus Drop Off
- Pedestrian Circulation
- Existing Entrance/ Gateway
- Solar Panel Structure Above



ISLA VISTA  
ELEMENTARY



# ISLA VISTA ELEMENTARY SCHOOL

6875 El Colegio Road, Isla Vista, CA 93117



Year Built: 1999

Acreage : 11.13 Acres  
7.79 Usable Less Parking

Current Enrollment: 460

Class Size Average: 20

Total Classroom Spaces: TK-3RD: 15  
4TH-6TH: 7

# EXECUTIVE SUMMARY

## SITE

The Isla Vista Elementary School campus is located at 6875 El Colegio Road in Goleta, CA. It is situated within a relatively L-shaped, 10.8-acre site. The site is bounded to the north by El Colegio Road; to the east and the south by the Camino Corto Open Space; and to the west by West Campus Point Lane. The site's long axis is in the north-south direction, parallel to West Campus Point Lane. Its short axis is in the east-west direction, parallel to El Colegio Road.

The campus is organized in along a central, service drive named, "Main Street". There is a central plaza area that is oriented perpendicular to the service drive at its midpoint, approximately. Additionally, there is a circular entry plaza adjacent to the northern terminus of the service drive, which is where the passenger drop-off and a parking lot are located, directly off of El Colegio Road.

The school's campus is comprised of sixteen buildings, which are located across the breadth of the site, in a linear arrangement that is oriented from the southwest to northeast. Fifteen buildings are permanent structures and one is a portable structure. Twelve of the campus's buildings are arranged parallel to each other along the service drive and define its edges. The buildings are interconnected by colonnaded walkways. The campus's portable structure is located at the service drive's western terminus, where it abuts West Campus Point Lane. All of the buildings along the service drive house instructional and support spaces. The other four campus buildings are arranged around the circular entry plaza. These buildings house the school's multipurpose, administrative, library and kindergarten spaces.

There is passenger drop-off, staff and visitor parking located at the northern edge of the site, directly off of El Colegio Road. There is additional staff and visitor parking at the western edge of the site, along West Campus Point Lane.

There is an accessible path of travel between the northern parking lot and the school's main entrance. There are two car stalls and one van stall provided immediately adjacent to the path of travel. Additionally, there is an accessible path of travel between the western parking lot and the campus's central service drive. There is one car stall and one van stall provided immediately adjacent to the paths of travel. Both paths are defined by signage, pavement striping, a sidewalk ramp and sidewalk.

The campus's blacktop, play structures and recreational fields are located in the southern portion of the site, south of the central service drive. The fields are bounded by the Camino Corto Open Space. There is also a secondary play area with structures adjacent to the kindergarten classrooms, near El Colegio Road.

## BUILDINGS

Isla Vista school was originally built in 1959. In 1998 the school was demolished and rebuilt in 1999. The 1999 construction of the new campus is composed of wood framing, stucco with brick veneer exterior, metal framed single-paned windows, concrete trim and finishes, wooden overhangs with metal roofing, and a colonnade attached to the classroom of a wood structure and metal roofing. No additions or modifications have been made to this campus since it's inauguration. The only portable on site was installed at the same time of the construction of the new campus and is used for their after-school program. The portable building is twenty years old and is in need of repair and upgrades.

At Isla Vista, all roofs, slanted and Butterfly design, have good drainage down to the ground, but the metal panels are in need of replacement. Many have shifted, fallen off or rusted. Large trees have caused foliage to collect on the roof that result in clogged drains, over flow spillage and rusted panels. This has caused leaks inside the buildings and on the sides of the buildings. Majority of the trees on campus are in need of removal or replacement as maintenance is overwhelming and needs improvement.

On "Main Street", the center breezeway corridor that runs from the North East of the campus, to the South East, is in need of immediate tree removal. During the 19Six visit, staff observed yellow caution tape surrounding areas where various trip hazards are present. The row of trees that line the active breezeway have overgrown roots that are lifting the pavement in all directions, from half an inch up to two inches. Cracks are present in just about every concrete block between expansion joints. During the fall, the morning custodian spends about two to three hours blowing the leaves and disposing, of about six to ten, 40 gallon bags of leaves before the custodian can get to their other duties.

The colonnade and overhang design at this campus is unique but dysfunctional. The overhangs do not protect the backpack storage outside the classroom from rain. The colonnade below is only attached by a few wooden beams that connect across from the outside of the classroom, and is not continuous. There are gaps between the colonnade that do not

# EXECUTIVE SUMMARY

## BUILDINGS CONTINUED

give full weather coverage from classroom to the MPR and other support and service buildings. The colonnade also is in need of gutters to keep rain from dripping through the bottom side of the roofing. The community and staff have expressed for the colonnade to continue to the rest of the support buildings on campus.

All campus door hardware lock and unlock from their exterior side. Therefore, each door has a Lock-Block in case of a shooter-related intruder. Staff expressed the need for safer door hardware system and window screening.

## PROGRAM SPACES

The MPR has a capacity of 324 and does not meet their school enrollment plus staff, faculty, families and community for an event of 500 people. The space is not sufficient for their meal time occupancy needs. Operable window coverings are needed to darken the space during a projection and theater setting.

The kindergarten classrooms are too small for a full-time program. They would like to see more break-out space within the classrooms and ergonomic furniture. In the transitional kindergarten classroom, Room 22, they do not have their own restroom. The students have to use the older student restrooms outside the classroom. Room 22 also has no direct access to the kindergarten yard. The yard is outdated and has more hardscape than softscape for play.

Staff and community at this campus have expressed the desire for additional/supplemental program spaces as well as the modernization of existing facilities. For a more detailed list of desired spaces, please refer to the Site Meeting Minutes in this section and the appendix in this document.

## BUILDING SYSTEMS

### HVAC:

The spaces on the campus are heated by gas-fired, forced air units (FAU). Each classroom has an FAU that is individually controlled. Indoor thermal comfort during warm weather is generally poor/unpleasant in the classrooms due to poor natural ventilation provided by nonfunctional, operable windows and a lack of air conditioning. Only the administration, MPR and portable buildings have air conditioning.

### Plumbing:

Overall the plumbing to the site and within the campus is doing well. There are only three drinking fountains found on campus. Water bottle filling stations have been desired by both faculty and students to be possibly combined with the current accessible drinking fountains and new units in the center of campus.

### Electrical:

The last upgrade to the campus' electrical infrastructure occurred over twenty years, ago. However, the scope of electrical work was limited and of poor quality. The school's curriculum now encompasses new technologies, e.g. Chrome Books or iPads – that require updated and modern infrastructure. Therefore, electrical infrastructural upgrades up to and within the campus need to be completed.

### Technology:

A reliable Wi-Fi network is necessary to keep up with growing need. More than one monitor per classroom is requested for break out of student and lecture groups. The computer lab should be configured to be adaptable to different needs of young and older student users. The lab teacher expressed the need for a Green room for teaching students on filming and videography. Please see section District Offices Executive Summary, Technology: District Wide Needs for more information.

# SITE AERIAL



# FACILITY ASSESSMENT DATA SCORING SHEETS

This worksheet establishes data for determination of priority projects across a campus or district wide level. Please note that the findings in this spreadsheet are based on the architect's field observations only. In the event any hazardous, structural, or fire and life safety discrepancies are witnessed by the architect, the district may be required to conduct additional testing or research to ensure the safety of the students, staff, and community. The architect will report any findings of this nature to the district.

Rating Key		1-5
1=	no repair necessary	6-10
2=	cosmetic repair necessary	11-15
3=	preventative maintenance necessary	16-20
4=	repair necessary	21-25
5=	repair necessary for use past 2 years	26+
6=	major repair needed for immediate continued use	

BUILDING	RELO (Y/N)	MODULAR (Y/N)	ROOM	USE	DSA#	YEAR BUILT	AGE	AGE SINCE MOD	HAZ	STRUCT.	FLS	BLDG ADA	ROOF	ENVL.	GLAZING	ACOUS.	DAYLITE	HVAC	SITE ADA	SITE UTIL	SECRTY	AESTH.	SUM	PRIORITY FACTORY	
001	N	N	Reception	Administration	100347	1999	20	20	1	1	2	2	4	2	1	1	1	1	5	4	4	2	38	15.2	
	N	N	Office 1	Resource/Counseling	118816	1999	20	20	1	1	1	2	4	2	1	1	1	1	5	4	4	2	33	13.2	
	N	N	Restroom Alcove	Storage		1999	20	20	1	1	1	2	4	1	1	1	1	1	5	1	1	2	26	10.4	
	N	N	Unisex Restroom	ADA Restroom		1999	20	20	1	1	1	2	4	2	1	1	1	1	5	4	1	2	30	12.0	
	N	N	Office 2	Resource/Counseling		1999	20	20	1	1	1	2	4	2	1	1	1	1	5	4	4	2	33	13.2	
	N	N	A-4	Conference		1999	20	20	1	1	1	2	4	2	1	4	1	1	5	4	4	2	36	14.4	
	N	N	Office 3	Resource/Counseling		1999	20	20	1	1	1	2	4	2	1	1	1	1	5	4	4	2	33	13.2	
	N	N	Principle's Office	Administration		1999	20	20	1	1	1	2	4	2	1	4	1	1	5	4	4	2	36	14.4	
	N	N	Hall A-7	Circulation		1999	20	20	1	1	2	2	4	2	1	1	1	1	5	1	1	2	29	11.6	
	N	N	Timeout	Students		1999	20	20	1	1	1	2	4	2	1	4	1	1	5	1	4	2	33	13.2	
	N	N	Health Office	Nurse		1999	20	20	1	1	1	2	4	2	1	1	4	1	5	4	4	2	36	14.4	
	N	N	Unisex Restroom	ADA Restroom		1999	20	20	1	1	1	2	4	2	1	1	1	1	5	4	1	2	30	12.0	
	N	N	Examination	Nurse		1999	20	20	1	1	1	2	4	2	1	1	4	1	5	4	1	2	33	13.2	
	N	N	Hall A-10	Circulation/Storage		1999	20	20	1	1	2	2	4	2	1	1	1	1	5	1	1	2	29	11.6	
	N	N	Kitchen	Faculty		1999	20	20	1	1	2	2	4	1	1	1	1	1	5	4	4	2	34	13.6	
	N	N	Lounge	Faculty		1999	20	20	1	1	2	2	4	2	1	2	1	1	5	4	4	2	36	14.4	
	N	N	Women's Restroom	ADA Restroom		1999	20	20	1	1	1	2	4	2	1	1	1	1	5	4	1	2	30	12.0	
	N	N	Men's Restroom	ADA Restroom		1999	20	20	1	1	1	2	4	2	1	1	1	1	5	4	1	2	30	12.0	
	N	N	Custodial	Custodial Closet		1999	20	20	1	1	1	2	4	2	1	1	1	1	5	4	1	1	29	11.6	
	N	N	Patio	Storage		1999	20	20	1	1	1	2	1	2	1	1	1	1	5	1	1	2	24	9.6	
	N	N	Workroom	Faculty		1999	20	20	1	1	1	2	4	2	1	1	1	1	5	4	4	2	33	13.2	
	N	N	Storage	Workroom Supplies		1999	20	20	1	1	1	2	4	2	1	1	1	1	5	1	1	2	27	10.8	
	N	N	Cuby	Faculty		1999	20	20	1	1	1	2	4	1	1	1	1	1	5	1	1	2	26	10.4	
	N	N	Electrical	Electrical		1999	20	20	1	1	1	2	4	2	1	1	1	1	5	4	1	1	29	11.6	
	N	N	Mechanical Closet	Mechanical		1999	20	20	1	1	1	2	4	2	1	1	1	1	5	1	1	1	26	10.4	
002	N	N	Library	Library	100347	1999	20	20	1	1	2	2	4	2	1	1	1	1	5	4	4	3	36	14.4	
	N	N	Vestibule	Storage	118816	1999	20	20	1	1	2	2	4	3	1	3	1	1	5	1	4	3	36	14.4	
	N	N	Office	Librarian Desk		1999	20	20	1	1	1	2	4	2	1	1	1	1	5	4	1	3	31	12.4	
	N	N	Workroom	Librarian Workroom		1999	20	20	1	1	1	2	4	1	1	1	1	1	5	4	1	2	29	11.6	
	N	N	Storage	Storage		1999	20	20	1	1	1	2	4	1	1	1	1	1	5	1	1	2	26	10.4	
	N	N	Computer Lab	Computer lab		1999	20	20	1	1	2	2	4	2	1	4	1	1	5	4	4	3	39	15.6	
	N	N	Media	Media		1999	20	20	1	1	1	2	4	1	1	4	1	1	5	4	4	3	36	14.4	
	N	N	IT	IT		1999	20	20	1	1	1	2	4	1	1	1	1	1	5	4	1	2	29	11.6	
	N	N	Office	Resource/Counseling		1999	20	20	1	1	1	2	4	2	1	1	1	1	5	4	4	2	33	13.2	
	N	N	Electrical	Electrical		1999	20	20	1	1	1	2	4	2	1	1	1	1	5	4	1	1	29	11.6	
003	N	N	MPR	Assembly	100347	1999	20	20	1	1	2	2	4	2	3	3	1	1	5	4	4	2	39	15.6	
	N	N	Vestibule	Foyer	118816	1999	20	20	1	1	2	2	4	2	1	3	1	1	5	1	4	2	34	13.6	
	N	N	Women's Restroom	ADA Restroom		1999	20	20	1	1	1	2	4	2	1	1	1	1	5	4	1	2	30	12.0	
	N	N	Unisex Restroom	ADA Restroom		1999	20	20	1	1	1	2	4	2	1	1	1	1	5	4	1	2	30	12.0	
	N	N	Platform	Performance		1999	20	20	1	1	2	4	4	2	1	1	1	1	5	4	1	1	33	13.2	
	N	N	Storage	Stage Storage		1999	20	20	1	1	1	4	4	2	1	1	1	1	5	1	1	1	28	11.2	
	N	N	Hallway	Circulation		1999	20	20	1	1	4	3	4	2	1	1	1	1	5	1	4	1	36	14.4	
	N	N	Kitchen	Kitchen		1999	20	20	1	1	1	2	4	2	1	1	1	1	5	4	1	1	29	11.6	
	N	N	Food Storage	Dry food storage		1999	20	20	1	1	1	2	4	2	1	1	1	1	5	1	1	1	26	10.4	
	N	N	Storage	Custodial/Drama storage		1999	20	20	1	1	4	2	4	2	1	1	1	1	5	2	4	2	37	14.8	
	N	N	Outside Platform	Performance		1999	20	20	1	1	1	4	4	2	1	1	1	1	5	4	1	2	32	12.8	
	N	N	Lunch Pavilion	Dining	105107	2001	18	18	1	1	1	1	4	2	1	1	1	1	5	1	1	2	26	9.4	
004	N	N	KA	Classroom	100347	1999	20	20	1	1	4	3	4	3	3	1	1	1	4	5	4	4	3	47	18.8
	N	N	Unisex Restroom	ADA Restroom	118816	1999	20	20	1	1	1	2	4	3	1	1	1	1	4	5	4	1	3	35	14.0

# FACILITY ASSESSMENT DATA SCORING SHEETS

	N	N	Office	Teacher's Office		1999	20	20	1	1	1	1	4	3	3	1	1	4	5	4	1	3	36	14.4
	N	N	Mechanical	Mechanical		1999	20	20	1	1	1	1	4	3	1	1	1	1	5	4	1	1	29	11.6
	N	N	KB	Classroom		1999	20	20	1	1	4	3	4	3	3	1	1	4	5	4	4	3	47	18.8
	N	N	Unisex Restroom	ADA Restroom		1999	20	20	1	1	1	2	4	3	1	1	1	4	5	4	1	3	35	14.0
	N	N	Office	Teacher's Office		1999	20	20	1	1	1	1	4	3	3	1	1	4	5	4	1	3	36	14.4
	N	N	Mechanical	Mechanical		1999	20	20	1	1	1	1	4	3	1	1	1	1	5	4	1	1	29	11.6
	N	N	KC	Classroom		1999	20	20	1	1	4	3	4	3	3	1	1	4	5	4	4	3	47	18.8
	N	N	Unisex Restroom	ADA Restroom		1999	20	20	1	1	1	2	4	3	1	1	1	4	5	4	1	3	35	14.0
	N	N	Office	Teacher's Office		1999	20	20	1	1	1	1	4	3	3	1	1	4	5	4	1	3	36	14.4
	N	N	Mechanical	Mechanical		1999	20	20	1	1	1	1	4	3	1	1	1	1	5	4	1	1	29	11.6
005	N	N	Unisex Restroom	ADA Restroom	100347	1999	20	20	1	1	1	1	4	3	1	1	1	1	5	4	1	2	30	12.0
	N	N	Unisex Restroom	ADA Restroom	118816	1999	20	20	1	1	1	1	4	3	1	1	1	1	5	4	1	2	30	12.0
	N	N	Electrical	Electrical		1999	20	20	1	1	1	1	4	2	1	1	1	1	5	4	1	1	28	11.2
	N	N	Boys Restroom	Restroom		1999	20	20	1	1	1	1	4	2	1	1	1	1	5	4	1	2	29	11.6
	N	N	Girls Restroom	Restroom		1999	20	20	1	1	1	1	4	2	1	1	1	1	5	4	1	2	29	11.6
006	N	N	19A	Speech	100347	1999	20	20	1	1	4	2	4	3	3	1	1	4	5	4	4	3	46	18.4
	N	N	19B	Counseling	118816	1999	20	20	1	1	4	2	4	3	3	1	1	4	5	4	4	3	46	18.4
	N	N	20	ASES		1999	20	20	1	1	4	2	4	3	3	1	1	4	5	4	4	3	46	18.4
	N	N	21	Learning Center		1999	20	20	1	1	4	2	4	3	3	1	1	4	5	4	4	3	46	18.4
007	N	N	23	Classroom	100347	1999	20	20	1	1	4	2	4	3	3	1	1	4	5	4	4	3	46	18.4
	N	N	24	Classroom	118816	1999	20	20	1	1	4	2	4	3	3	1	1	4	5	4	4	3	46	18.4
	N	N	Electrical	Electrical		1999	20	20	1	1	1	1	4	2	1	1	1	1	5	4	1	1	28	11.2
	N	N	25	Classroom		1999	20	20	1	1	4	2	4	3	3	1	1	4	5	4	4	3	46	18.4
	N	N	26	Classroom		1999	20	20	1	1	4	2	4	3	3	1	1	4	5	4	4	3	46	18.4
	N	N	Electrical	Electrical		1999	20	20	1	1	1	1	4	2	1	1	1	1	5	4	1	1	28	11.2
008	N	N	27	Classroom	100347	1999	20	20	1	1	4	2	4	3	3	1	1	4	5	4	4	3	46	18.4
	N	N	28	Classroom	118816	1999	20	20	1	1	4	2	4	3	3	1	1	4	5	4	4	3	46	18.4
	N	N	Electrical	Electrical		1999	20	20	1	1	1	1	4	2	1	1	1	1	5	4	1	1	28	11.2
009	N	N	1	Classroom	100347	1999	20	20	1	1	4	2	4	3	3	1	1	4	5	4	4	3	46	18.4
	N	N	Office	Teacher's Office	118816	1999	20	20	1	1	1	2	4	1	1	1	3	4	5	4	1	3	35	14.0
	N	N	2	Classroom		1999	20	20	1	1	4	2	4	3	3	1	1	4	5	4	4	3	46	18.4
	N	N	Office	Teacher's Office		1999	20	20	1	1	1	2	4	1	1	1	3	4	5	4	1	3	35	14.0
	N	N	3	Classroom		1999	20	20	1	1	4	2	4	3	3	1	1	4	5	4	4	3	46	18.4
	N	N	Office	Teacher's Office		1999	20	20	1	1	1	2	4	1	1	1	3	4	5	4	1	3	35	14.0
	N	N	4	Classroom		1999	20	20	1	1	4	2	4	3	3	1	1	4	5	4	4	3	46	18.4
	N	N	Office	Teacher's Office		1999	20	20	1	1	1	2	4	1	1	1	3	4	5	4	1	3	35	14.0
010	N	N	5	Classroom	100347	1999	20	20	1	1	4	2	4	3	3	1	1	4	5	4	4	3	46	18.4
	N	N	Office	Teacher's Office	118816	1999	20	20	1	1	1	2	4	1	1	1	3	4	5	4	1	3	35	14.0
	N	N	6	Classroom		1999	20	20	1	1	4	2	4	3	3	1	1	4	5	4	4	3	46	18.4
	N	N	Office	Teacher's Office		1999	20	20	1	1	1	2	4	1	1	1	3	4	5	4	1	3	35	14.0
	N	N	7	Classroom		1999	20	20	1	1	4	2	4	3	3	1	1	4	5	4	4	3	46	18.4
	N	N	Office	Teacher's Office		1999	20	20	1	1	1	2	4	1	1	1	3	4	5	4	1	3	35	14.0
	N	N	8	Classroom		1999	20	20	1	1	4	2	4	3	3	1	1	4	5	4	4	3	46	18.4
	N	N	Office	Teacher's Office		1999	20	20	1	1	1	2	4	1	1	1	3	4	5	4	1	3	35	14.0
011	N	N	9	Art/ASES	100347	1999	20	20	1	1	4	2	4	3	3	1	1	4	5	4	4	3	46	18.4
	N	N	10	Music/ASES	118816	1999	20	20	1	1	4	2	4	3	3	1	1	4	5	4	4	3	46	18.4
012	N	N	11	Classroom	100347	1999	20	20	1	1	4	2	4	3	3	1	1	4	5	4	4	3	46	18.4
	N	N	Office	Teacher's Office	118816	1999	20	20	1	1	1	2	4	1	1	1	3	4	5	4	1	3	35	14.0
	N	N	12	SDC		1999	20	20	1	1	4	2	4	3	3	1	1	4	5	4	4	3	46	18.4
	N	N	Office	Teacher's Office		1999	20	20	1	1	1	2	4	1	1	1	3	4	5	4	1	3	35	14.0
	N	N	13	Classroom		1999	20	20	1	1	4	2	4	3	3	1	1	4	5	4	4	3	46	18.4
	N	N	Office	Teacher's Office		1999	20	20	1	1	1	2	4	1	1	1	3	4	5	4	1	3	35	14.0
	N	N	14	SDC		1999	20	20	1	1	4	2	4	3	3	1	1	4	5	4	4	3	46	18.4
	N	N	Office	Teacher's Office		1999	20	20	1	1	1	2	4	1	1	1	3	4	5	4	1	3	35	14.0
013	N	N	15	Classroom	100347	1999	20	20	1	1	4	2	4	3	3	1	1	4	5	4	4	3	46	18.4
	N	N	16	ASES	118816	1999	20	20	1	1	4	2	4	3	3	1	1	4	5	4	4	3	46	18.4
	N	N	Electrical	Electrical		1999	20	20	1	1	1	1	4	2	1	1	1	1	5	4	1	1	28	11.2
	N	N	17	Classroom		1999	20	20	1	1	4	2	4	3	3	1	1	4	5	4	4	3	46	18.4
	N	N	18	SDC		1999	20	20	1	1	4	2	4	3	3	1	1	4	5	4	4	3	46	18.4
	N	N	Electrical	Electrical		1999	20	20	1	1	1	1	4	2	1	1	1	1	5	4	1	1	28	11.2
014	N	N	Unisex Restroom	Faculty ADA Restroom	100347	1999	20	20	1	1	1	3	4	2	1	1	1	1	5	4	1	2	31	12.4
	N	N	Boys Restroom	ADA Restroom	118816	1999	20	20	1	1	1	3	4	2	1	1	1	1	5	4	1	2	31	12.4
	N	N	Girls Restroom	ADA Restroom		1999	20	20	1	1	1	3	4	2	1	1	1	1	5	4	1	2	31	12.4
	N	N	Custodial	Storage		1999	20	20	1	1	1	1	4	2	1	1	1	1	5	4	4	3	33	13.2
	N	N	PE Storage	Storage		1999	20	20	1	1	1	1	4	2	1	1	1	1	5	4	1	1	28	11.2
	N	N	Electrical	Electrical		1999	20	20	1	1	1	1	4	2	1	1	1	1	5	4	1	1	28	11.2
IVYP	N	Y	IVYP	Afterschool	35540/35913	> 1999	20+	20	1	1	4	2	4	4	3	1	4	1	5	4	4	3	47	18.8
Parking	N	N	Parking	Parking		1999	20	20	1	1	1	1	3	1	1	1	1	5	1	4	3	28	11.2	

# ISLA VISTA ELEMENTARY SCHOOL SITE MEETING



Goleta Union School District  
Facilities Master Plan  
PMSM #018194.01

## SITE MEETING # 1 MINUTES

DATE: March 19th, 2019  
TIME: 3:30/5:30pm  
LOCATION: Isla Vista Elementary School  
RE: Site/Community Meeting

PRESENT: Rosa Alvarado, 19six Architects  
Roland Flores, 19six Architects

STAFF MEETING  
Tanya Mishler, Teacher (2<sup>nd</sup> grade)  
Lorena Reyes, Principle  
Susan Perkins, Nurse  
Regina Davis, RSP-SpEd  
Jenna Montgomery, Teacher (3<sup>rd</sup> Grade)  
Jackie Pabon (Kiefer), Teacher (3<sup>rd</sup> Grade)  
Nancy Ingraham, Teacher (4<sup>th</sup> Grade)  
Francisca Escobar, LCT  
Lorena Chavez, Kinder  
Socorro Chavez, Kinder  
Jim Pigato, Digital Learning

COMMUNITY MEETING  
Dima Reda, Parent  
Lynnette Nevares, Parent/PTA  
Susan Epstein, Board Rep  
Francisco Preciado, Parent

- I. Introductions
- II. Process Overview
- III. Education Specifications
  - A. Small group
    - 1. Breakout space needed
    - 2. like to switch to Key fob system

- B. Need for a dedicated space/STEM/STEAM lab/collaboration
- C. Community / State / Global Needs/Trends
  - 1. Openness to access of the school
    - a. Using the fields
    - b. Access to some facilities like the library
- D. New program areas
  - 1. Where to put new classrooms for an increase in enrollment
  - 2. Opportunity for an indoor/outdoor instruction, but need a visual connection
- E. Technology needs
  - 1. District is currently upgrading capacity
  - 2. Voice o/internet with fail-safe system coming
  - 3. TVs in classrooms are too high; want more and larger screens
  - 4. Would like multi-screen options with pull-out areas
  - 5. More outlets

#### IV. Instructional Space Needs / Desires

- A. Regular Classroom
  - 1. Classrooms are generally too small
  - 2. Flexible furniture and spaces
    - a. Movable, translucent partitions; movable desk
    - b. Reconfigure classrooms by removing the breakout rooms in-between some of the classroom buildings and possibly put in partitions
  - 3. Need dedicated secured storage spaces for adults
  - 4. Outlet flexibility
  - 5. In Classrooms: No projection but multiple screens within a classroom (break-out space); the nook area utilization
  - 6. Issues with sliding marker/pin boards
  - 7. Would like higher tackable walls
- B. Kindergarten (K1-6)
  - 1. 20/25 students, all classrooms are too small for full time program (no am/pm split for kids)
  - 2. More break out space
  - 3. White board issue
  - 4. Playground area is too small with more hard surface than grass
  - 5. No operable windows for ventilation
  - 6. No gutters and their backpacks on the hooks outside get wet
  - 7. Transitional kindergarten
    - a. No restrooms
- C. Art
- D. Technology
- E. Music
- F. Physical Education / Playgrounds
- G. Outdoor Classroom

# ISLA VISTA ELEMENTARY SCHOOL SITE MEETING

1. Needs some infrastructure
  2. Writing surfaces
  3. Accessibility
  4. Enhance it
- H. Science
1. Would like a dedicated computer/science lab integrated into the classrooms
- I. Drama
1. Need more storage
- J. Special Education
- K. Spaces between classroom blocks needs to be utilized and/or refurbished
- L. Computer lab is still a viable space
- V. Support Services Needs / Desires
- A. Administration
1. Storage areas/space for adults
    - a. Locker room for adults/guest
    - b. Teacher's/staff lounge as a collaborative space; needs improvement
      - i Sink in bad shape; too small
      - ii Exterior space as a congregation/meeting space
- B. Counseling
1. Health services
    - a. Ideal set up for health services for a school. This could be a standard for all other schools with an office space separate of the main treatment space.
    - b. Specialist space needed for weekly visits with storage, ie. Teacher consultants
    - c. Specialized programs
- C. Library / Media Center
1. More creative seating arrangement
  2. Expand library hours beyond specific program
  3. Nice interactive space now; can use more of this
  4. Space where kids want to be; open more to community
- D. Multipurpose / Cafeteria
1. Auditorium
    - a. 324 capacity vs 500+ enrollment (not meeting lunch requirements)
  2. Sound issues
  3. Not enough coverage/shade
  4. Would like to see more artwork/murals, sense of identity at this location
  5. Acoustics needs addressing as it is too loud
  6. More indoor eating capacity needed
- E. Food Services
- F. Restrooms
1. Hard to find – better signage
  2. Lacking at the middle of campus
  3. Outdated

4. Age appropriate Restrooms
  5. Need more drinking fountains and water filling stations
- G. Maintenance & Operations
1. Roofing is a frequent maintenance issue
- VI. Site / General Needs / Desires
- A. Entry / 'Front Door'
1. Wayfinding is an issue
  2. Connection to parking with better signage
- B. Security
1. District currently addressing with committee
  2. Boundary/control points along western edge
  3. Key problem (technology) building security
  4. Fencing/gates create a better safety perimeter
  5. Would like to switch to Key FOB system
- C. Sustainability
1. Definitely promote to go towards renewable energy, PTA-sponsored water bottles
  2. Vehicle charging station
  3. Provide sustainability/solar features
  4. District is coming to this
  5. Water usage
  6. Where does permeable paving make sense?
  7. Grey water at fields
- D. Acoustics
- E. HVAC / Thermal Comfort
1. No AC in buildings
  2. Much needed in East end
  3. Fans are a possibility
  4. Shade control
- F. Electrical Power
1. In need of electrical upgrades-lack of power
- G. IT / Data
1. 3-6<sup>th</sup> grades using Chrome books
- H. Daylighting
1. More access to natural light
  2. Manageable to black out
- I. Ventilation
1. Windows are not operable
- J. Restrooms
1. Cleanliness of restrooms (custodial issues)
  2. Signage for restrooms and designated adult and child restrooms at other ends of the site (only near Admin Bldg is a designated staff and children restrooms)
  3. Quality and finish of restrooms

# ISLA VISTA ELEMENTARY SCHOOL SITE MEETING



Goleta Union School District  
Facilities Master Plan  
PMSM #018194.01

## FACILITIES SITE MEETING # 1 MINUTES

DATE: April 18th, 2019  
TIME: 8:00am  
LOCATION: Isla Vista Elementary School  
RE: Facility Site Meeting

PRESENT: Martin Hartmann, 19six Architects  
Cynthia Diaz, 19six Architects  
Tim Berry, GUSD Custodial Supervisor

- I. Building Envelope, Interiors and Programs
  - A. Library foyer rotunda under-utilized. Perfect "sense of entry" if Library was Administration office. Perfect place to display school accomplishments and acknowledgments; difficult to maintain; need a lift to get to windows and dust; motorized window cranks are broken
  - B. Insulation or acoustical barrier needed between conference room and principal's office
  - C. Nurses office feels far from playground where injuries happen
  - D. Staff lounge is too small for 80+ faculty and volunteers from neighboring UCSB; would like filtered water
  - E. Computer lab would like to switch out flooring for carpet. Less maintenance to vacuum and wash vs. waxing floor every two years and stains are still appearing from furniture legs
  - F. Convert office into Green room; acoustic panels requested in computer lab
  - G. Leaking roof from metal roof panels shifting
  - H. MPR not large enough to hold current student population of over 500 students, growing Goleta/Isla Vista population and overflow from other schools; bad window design between low pop-out windows and high motorized windows that are broken; high windows covered by paper for viewing projections
  - I. Replace portable with permanent structure (originally not done by district)
  - J. Drama Tuff Shed; Permanent storage needed for drama program near MPR (MPR has some)
  - K. Lift is not certified and a liability if they use it
  - L. Need more staff collaboration space
  - M. Opportunity for art/embellishment in lunch area
  - N. New principle office layout of casework/cabinetry as current layout is not functional
  - O. All classroom drinking fountains, sinks and casework to be updated to ADA standards
  - P. Standardize door hardware system
  - Q. Re-carpeting throughout all classrooms and offices

- 4. Plumbing
  - a. Fixtures access is too high
  - b. Only 3 drinking fountains on campus that are permanently set in concrete
  - c. Water filling stations, desirable
- K. Vehicle circulation / drop-off
  - 1. Issues with current system
  - 2. Like the idea of staggered start times for all grades
  - 3. Add bicycle path/lane to the site along eastern parking lot (county/parks issue)
  - 4. More dedicated, clear bike area with racks on opposite side of campus
- L. Parking
  - 1. Additional parking
  - 2. Directional arrows are faded
  - 3. 20% +/- walk/bike to school
- M. Bus drop-off
- N. Pedestrian Circulation
  - 1. Exterior shade/rain covered areas/paths needed all over campus and especially to public spaces; ie. Restrooms- kindergarten playground condition; computer lab to library to MPR
  - 2. Signage/wayfinding
    - a. Landscaping along classrooms near parking lot
  - 3. Pathway paving hazards due to vegetation/tree roots
  - 4. Storm drain issues behind MPR
  - 5. Like the open feel
- O. Filtered water stations with bottle filler, everywhere

Closing / Follow up

# ISLA VISTA ELEMENTARY SCHOOL SITE MEETING

- R. Site and kinder classroom signage for ADA restrooms
  - S. Classroom sliding white board doors/tack boards have hardware and gliding issues
  - T. Custodial sinks need water resistant wall finishes around sinks
  - U. Pendant light fixtures not properly braced in classrooms
  - V. Not enough staff restrooms; at ends of a long campus
  - W. Tiles in restroom are not glazed and hard to clean; should set a district wide tile standard
  - X. AC needed in classrooms
  - Y. Multiple roof leaks due to leafage clogging drains and settling
  - Z. Cracks along concrete window seal cause leaks
  - AA. Teachers want tack-able surfaces
  - BB. More storage
  - CC. Opened in 2001
  - DD. Site possibly repainted; confirm with Robert M.
  - EE. Ideal nurse's station
  - FF. MPR community use also
- II. Site, Circulation and Safety
- A. Tree removal and concrete replacement. Dangerous concrete hazard throughout center breezeway of campus "main street" due to trees. Heavy leaf maintenance for day custodian to pick up 6-10 of 40 gal bags every day in the fall
  - B. Directional signage needed to office. Visitors think Library is the office
  - C. Playground rubber needs resurfacing
  - D. Large tree fallen leaves contributes to gutter clogging on roof and leaking
  - E. Dried out plants at raised planter box due to low maintenance staff
  - F. Awkward outdoor platform and audience space layout does not hold capacity of over 500 students, staff and visitors; roll-up door lift doesn't function and is covered on the inside by a beautiful, colorful mural to someday be relocated
  - G. Fence needed from "ADA" parking stalls to the street sidewalk along the parking lot
  - H. Field needs leveling
  - I. Kinder play area is too small for three full time kinder schedules; originally designed for part-time kinder, morning and afternoon
  - J. ADA parking stall renovation
  - K. Reconfigure kindergarten drop-off/pick up
  - L. Restroom supervision issues
  - M. Need fully covered walkways to protect hanging backpacks from weather and walking to other parts of campus away from rain
  - N. Better lighting for security
  - O. Update Exit signage needed in all exterior doors in all buildings
  - P. Lighting for dark areas with dawn/dusk system
  - Q. Classrooms only have one exit
  - R. Safety plan is the same here
  - S. Community use of site is not as regulated as other schools
  - T. A very dedicated custodian rides his bike on campus after hours to check on campus

- U. Delivery gate/back of school/MPR totally open
- V. Every school has a garden program but not good when garden is next to a classroom; rodent issue

- III. Systems
- A. Would like individualized HVAC units; only AC in the Admin., Library, Computer lab, and MPR and three portables. Currently have to contact HVAC company to change thermostat
  - B. Only 3 water fountains on campus and would like to switch them for fountain/filling stations
  - C. Fix all clocks to have both digital and analog
  - D. All classrooms need a dedicated computer charging storage with appropriate electrical support and lock safety
  - E. Update Exit signage needed in all exterior doors in all buildings
  - F. Electrical upgrades needed
  - G. Lights are on timed clock per building unit; would like it to be centralized at office
  - H. District landscaping standards
  - I. Power is okay at this site since it's a newer building
  - J. They have been upgraded with Apple TV
  - K. Exterior lighting are all original fixtures and are slowly in process of upgrades
  - L. Reclaimed irrigation at this school
  - M. iPad charging stations similar to other schools, but better
  - N. Trash receptacle standard





# Isla Vista School

## 2020 FACILITY NEEDS PROJECT LIST

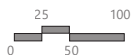
- Roofing Replacement, per Roofing Assessment Report
- Parking / Circulation Improvements
- Solar Parking Shade Structure with Solar Battery Storage and E-Vehicle Charging Stations
  - New Shade Structure in Kindergarten Yard
  - New Shade Structure in Large Playground
- Modernize Existing Classrooms, Administration, & Support with Furniture
  - New 2,000 sq.ft. Library / Media / STEAM Center
  - New Classroom Pod - Two (2) Classrooms
  - New Portable Classroom for After-School Program
- Infrastructure Improvements
  - Demolition of One (1) Portable Building
  - New Youth Program Building
- Pavement Improvements per Paving Assessment Report
- New Heating, Ventilation and Air Conditioning System
- Exterior LED Site Lighting

# CONCEPT SITE PLAN

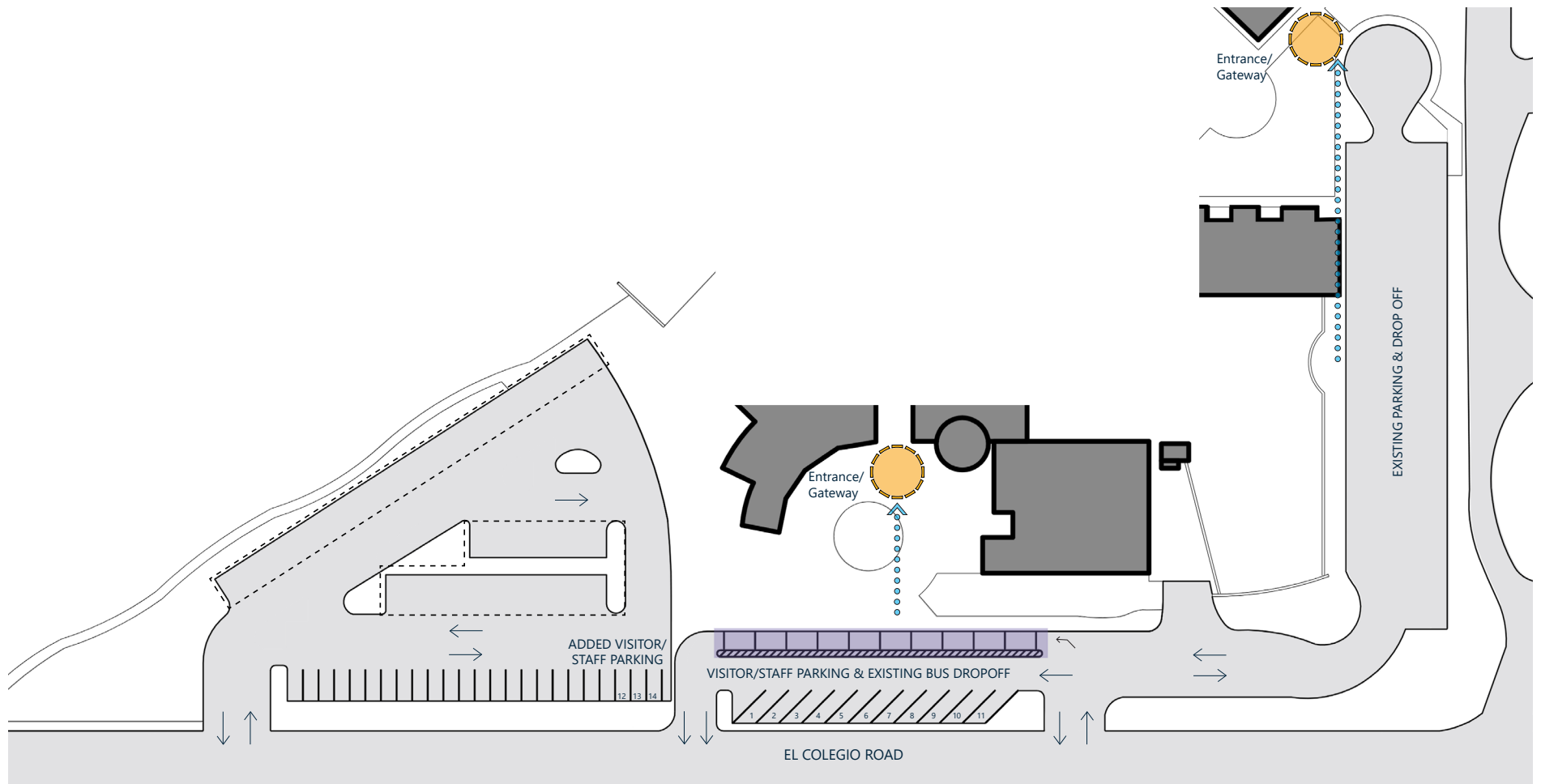


## LEGEND

- Existing Structures
- New Construction
- Modernization
- Removed (E) Portable Structure
- Solar Parking Shade Structure (11,300 sq. ft. total)
- XXX Building Number\*
- XX Room Number\*  
\*See Facility Assessment Scoring Sheet for further information
- ⊗ Numbered Note

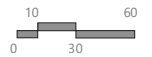


# CONCEPT CIRCULATION SITE PLAN



## LEGEND

- Modified Drop Off Lane
- Pedestrian Circulation
- Existing Entrance/ Gateway
- Solar Panel Structure Above (12,000 s.f. total)



KELLOGG  
ELEMENTARY



# KELLOGG ELEMENTARY SCHOOL

475 Cambridge Drive, Goleta, CA 93117



Year Built: 1963

Acreage : 9.82 Acres  
9.05 Usable Less Parking

Current Enrollment: 433

Class Size Average: 22

Total Classroom Spaces: TK-3RD: 12  
4TH-6TH: 7

# EXECUTIVE SUMMARY

## SITE

The Kellogg Elementary School campus is located at 475 Cambridge Drive in Goleta, CA. The campus is bounded to the north, south and west by residential blocks, along Stow Canyon Road, Berkeley Road and Arundel Road, respectively; and to the east by Cambridge Drive. The site is a parallelogram-shaped, 9.8-acre site that has its long axis in the east-west direction, perpendicular to Cambridge Drive.

The school's campus is comprised of thirteen buildings, which are generally located at the eastern half of the site, along Cambridge Drive. Ten buildings are permanent structures, interconnected by colonnaded walkways, which are created by the buildings' roof overhangs. The buildings house the school's instructional, multipurpose, library, administrative and support spaces. Of the permanent buildings, nine are arranged in a cruciform layout that is centered around a paved and landscaped quadrangle. Additionally, three of the four arms in the cruciform layout each contain a smaller, quadrangles within them. The tenth building is located immediately adjacent to the cruciform layout, in the northwest quadrant created by its legs. It encloses a quadrangle created between itself and the cruciform. The remaining three buildings are portable structures, located immediately south of the school's cruciform layout, along the Berkeley Road residences. The portable structures house instructional and student support spaces.

The area for the school's blacktop and play structures is bounded along its eastern and southern edges by school's cruciform layout. The school's recreational fields are located immediately to the west of the blacktop and play structures area.

A passenger drop-off, staff and visitor parking lot are located at the southeastern corner of the campus, directly off of Cambridge Drive. Additionally, bicycle parking is located along the northern boundary of the campus with direct access off of Cambridge Drive. There is an accessible path of travel between the parking lot and the school's main entrance. The path is defined by signage, pavement striping, sidewalk ramps and a sidewalk.

In total, there are three accessible parking stalls provided on the campus. One van stall and two car stalls are provided. Two of the stalls are immediately adjacent to the path of travel.

## BUILDINGS

Kellogg Elementary School was built in 1963 and was the second of a series of five schools to be built of seven concrete block buildings with identical floor plans to Hollister and La Patera Elementary Schools. In 2003, four classrooms were constructed, plus a kindergarten classroom. The construction of all original buildings, and additions, consists of a concrete masonry exterior, wood frame interior walls, wood framed single-paned windows, and concrete slab sub-flooring and exterior paths. Majority of the portables are over twenty years old and are in need of exterior, interior modifications and accessibility upgrades.

All of the original buildings are connected and protected by a flat roof supported by a colonnade. The roof is in major need of repair. The maintenance staff spoke about the water puddling, runoff and overflow from the roof(s) due to a lack of roof gutters and inadequate roof slopes. Replacement of the entire roof, with proper water drainage and sloping, is necessary.

Termites have caused major issues at this campus. The entire east wall of Kindergarten classroom, KA, had to be replaced due to termites eating away at the entire framing. Maintenance staff expressed that they have seen the termites now migrate to the adjacent classrooms east wall at KB and KC. Throughout the campus there is termite damage that includes: exterior and interior wood finishes, window trim and framing; door trim and framing; and campus planter boxes and seating benches. Some of the original exterior wooden columns, that make up the exterior colonnade, have been replaced with metal, or a new wooden member with a concrete base, as the original columns have been deteriorating with termites, weathering and pedestrian traffic. Currently, district-wide green-campus measures for addressing termites have not been effective.

The campus does not have adequate parking and student drop-off. It was observed that crosswalks are needed to safely guide the students across the street.

All pathways from the public right-away(s) to, from and within the campus need to comply with current American Disabilities Act requirements and Fire Life Safety standards. All accessible pathways require requisite ADA compliant signage and (emergency) egress points need to be visually designated, accordingly. There are currently staff and student ADA restrooms in a portable that are underutilized. The currently accessible -designated (student) restrooms, drinking fountains and parking stalls require updated signage to comply with the American Disabilities Act.

# EXECUTIVE SUMMARY

## BUILDINGS (CONTINUED)

All campus door hardware lock and unlock from their exterior side. Therefore, each door has a Lock-Block in case of a shooter-related intruder. Staff expressed the need for safer door hardware system and window screening. Visibility is also a concern from the front desk administration office and the principal's office out to the main entrance that also serves as the drop-off/pick-up and parking lot. The kindergarten classrooms feel they are the most vulnerable to an intruder being that the classrooms are in front of the school and adjacent to the main entrance with no window or fence screening.

## PROGRAM SPACES

The campus has three kindergarten classrooms and one transitional kindergarten classroom. One of the kindergarten classrooms, Room 17, does not have their own restroom. Room 17 also has no direct access to the kindergarten yard. The yard is outdated and in need of upgrades.

A variety of playgrounds and outdoor play areas are in need of age appropriate and special needs upgrades and modifications. Current quality and condition of playgrounds are a concern for causing injuries. This campus is home to two dedicated Special Needs classes and there is a need for sensory, tactile and quiet play structures and areas for this program. Shaded and open space recreation and outdoor learning. A shaded and/or covered meal and meeting area outside is desired by staff and students.

Staff and community at this campus have expressed the desire for additional/supplemental program spaces as well as the modernization of existing facilities. For a more detailed list of desired spaces, please refer to the Site Meeting Minutes in this section and the appendix in this document.

## BUILDING SYSTEMS

### HVAC:

Generally, the spaces on the campus are heated by gas-fired, forced air units (FAU). Each classroom has an FAU that is individually controlled. Indoor thermal comfort during warm weather is generally poor/unpleasant on the campus due to poor natural ventilation provided by nonfunctional, operable windows and a lack of air conditioning.

### Plumbing:

Although there are references to a history of plumbing infrastructural upgrades on the campus, the scope of the work cannot be verified. Therefore, plumbing infrastructural upgrades up to and within the campus need to be completed. The campus does not have clean-outs and there is a general issue of calcification build up occurring on the campus.

### Electrical:

The last upgrade to the campus' electrical infrastructure occurred over twenty years, ago. However, the scope of electrical work was limited and of poor quality. The school's curriculum now encompasses new technologies, e.g. Chrome Books or iPads – that require updated and modern infrastructure. Therefore, electrical infrastructural upgrades up to and within the campus need to be completed.

### Technology:

A reliable Wi-Fi network is necessary to keep up with growing need. More than one monitor per classroom is requested for break out of student and lecture groups. Currently the STEM lab is partially their computer lab and they would like to see a dedicated computer lab. More than one monitor per classroom is requested for break out of student and lecture groups. Please see section District Offices Executive Summary, Technology: District Wide Needs for more information.

# SITE AERIAL



# FACILITY ASSESSMENT DATA SCORING SHEETS

This worksheet establishes data for determination of priority projects across a campus or district wide level. Please note that the findings in this spreadsheet are based on the architect's field observations only. In the event any hazardous, structural, or fire and life safety discrepancies are witnessed by the architect, the district may be required to conduct additional testing or research to ensure the safety of the students, staff, and community. The architect will report any findings of this nature to the district.

Rating Key		1-5
1=	no repair necessary	6-10
2=	cosmetic repair necessary	11-15
3=	preventative maintenance necessary	16-20
4=	repair necessary	21-25
5=	repair necessary for use past 2 years	26+
6=	major repair needed for immediate continued use	

BUILDING	RELO (Y/N)	MODULAR (Y/N)	ROOM	USE	DSA#	YEAR BUILT	AGE	AGE SINCE MOD	HAZ	STRUCT.	FLS	BLDG ADA	ROOF	ENVL	GLAZING	ACOUS.	DAYLITE	HVAC	SITE ADA	SITE UTIL	SECRTY	AESTH.	SUM	PRIORITY FACTORY	
010	N	N	Workroom	Faculty	23046	1963	56	20	1	1	4	4	4	3	4	1	1	4	4	4	4	4	3	48	19.2
	N	N	Hall	Circulation	100995	1963	56	20	1	1	4	4	4	1	1	1	1	4	4	1	1	3	37	14.8	
	N	N	Storage	Storage	101853	1963	56	20	1	1	4	4	4	1	1	1	1	4	4	1	1	2	27	10.8	
	N	N	Furnace	HVAC	118815	1963	56	20	1	1	1	4	4	3	1	1	1	1	4	4	1	2	32	12.8	
	N	N	Reception	Administration		1963	56	20	1	1	4	4	4	3	4	4	1	4	4	4	4	4	3	51	20.4
	N	N	Principle's Office	Administration		1963	56	20	1	1	1	4	4	3	4	1	4	4	4	4	4	4	3	45	18.0
	N	N	Conference	Conference		1963	56	20	1	1	1	4	4	3	4	1	1	4	4	4	4	4	3	42	16.8
	N	N	Nurse	Nurse		1963	56	20	1	1	1	4	4	3	4	1	4	4	4	4	4	4	3	45	18.0
	N	N	Unisex Restroom	Nurse/Student		1963	56	20	1	1	1	4	4	3	1	1	1	4	4	4	4	1	3	36	14.4
	N	N	Hall	Staff Restrooms/Exit		1963	56	20	1	1	4	4	4	3	1	1	4	4	4	1	4	3	45	18.0	
	N	N	(W) Unisex Restroom	Staff Restroom		1963	56	20	1	1	1	4	4	3	1	1	1	4	4	4	4	1	3	36	14.4
	N	N	Storage Room	Storage		1963	56	20	1	1	1	4	4	1	1	1	1	4	4	1	1	2	30	12.0	
	N	N	(E) Unisex Restroom	Staff Restroom		1963	56	20	1	1	1	4	4	1	1	1	1	4	4	4	1	3	34	13.6	
	030	N	N	MPR	MPR	23046	1963	56	20	1	1	4	4	4	3	4	4	1	4	4	4	4	3	51	20.4
		N	N	Storage	Chair Storage	100995	1963	56	20	1	1	1	4	4	1	1	1	1	4	4	1	1	2	27	10.8
N		N	Storage	MPR Storage	101853	1963	56	20	1	1	1	4	4	1	1	1	1	4	4	1	1	2	27	10.8	
N		N	Hall	Circulation	118815	1963	56	20	1	1	4	4	4	3	1	1	1	4	4	1	1	3	39	15.6	
N		N	Hall Storage	Storage		1963	56	20	1	1	1	4	4	3	1	1	1	1	4	4	1	2	29	11.6	
N		N	Custodial	Custodial		1963	56	20	1	1	1	4	4	3	1	1	1	1	4	4	1	3	33	13.2	
N		N	Unisex Restroom	Restroom		1963	56	20	1	1	1	4	4	1	1	1	1	4	4	4	1	3	34	13.6	
N		N	Kitchen	Kitchen		1963	56	20	1	1	1	4	4	3	4	4	1	4	4	4	4	3	45	18.0	
N		N	Mechanical	Mechanical		1963	56	20	1	1	1	4	4	3	1	1	1	4	4	4	1	2	32	12.8	
N		N	IEP	Counseling		1963	56	20	1	1	1	4	4	3	1	1	4	4	4	4	4	3	42	16.8	
Y		N	Lounge	Faculty		1963	56	20	1	1	4	4	4	3	4	1	3	4	4	4	4	4	3	50	20.0
K20		N	N	Kindergarten A	Classroom	23046	1963	56	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
		N	N	Restroom 1A	Restroom	65328	1963	56	20	1	1	1	4	4	1	1	1	1	4	4	4	1	3	34	13.6
		N	N	Restroom 2A	Restroom	100995	1963	56	20	1	1	1	4	4	1	1	1	1	4	4	4	1	3	34	13.6
		N	N	Storage	Storage	101733	1963	56	20	1	1	1	4	4	3	4	1	1	4	4	4	4	2	41	16.4
	N	N	Kindergarten B	Classroom	101853	1963	56	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2	
	N	N	Restroom 1B	Restroom	118815	1963	56	20	1	1	1	4	4	1	1	1	1	4	4	4	1	3	34	13.6	
	N	N	Restroom 2B	Restroom		1963	56	20	1	1	1	4	4	1	1	1	1	4	4	4	1	3	34	13.6	
	N	N	Kindergarten C	Classroom	101809	2002	17	17	1	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	16.3
	N	N	Unisex Restroom	ADA Restroom		2002	17	17	1	1	1	4	4	1	1	1	1	4	4	4	1	2	30	10.2	
040	N	N	13	Classroom	23046	1963	56	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2	
	N	N	14	Classroom	65328	1963	56	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2	
	N	N	15	Classroom	100995	1963	56	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2	
	N	N	16	Classroom	101733	1963	56	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2	
						101853																			
050	N	N	Girls Restroom	Restroom	23046	1963	56	20	1	1	4	4	4	3	1	1	1	1	4	4	1	3	39	15.6	
	N	N	Boys Restroom	Restroom	65328	1963	56	20	1	1	4	4	4	3	1	1	1	1	4	4	1	3	39	15.6	
	N	N	Girls Restroom	ADA Restroom	100995	1963	56	20	1	1	4	3	4	3	1	1	1	1	4	4	1	2	37	14.8	
	N	N	Boys Restroom	ADA Restroom	101853	1963	56	20	1	1	4	3	4	3	1	1	1	1	4	4	1	2	37	14.8	
						118815																			
060	N	N	9A	Counseling	23046	1963	56	20	1	1	4	4	4	3	4	1	2	4	4	4	4	3	49	19.6	
	N	N	9B	Counseling	65328	1963	56	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2	
	N	N	9C	Counseling	100995	1963	56	20	1	1	1	4	4	3	4	1	1	4	4	4	4	3	42	16.8	
	N	N	10	Classroom	101733	1963	56	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2	

# FACILITY ASSESSMENT DATA SCORING SHEETS

	N	N	11	Classroom	101853	1963	56	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
	N	N	12	Classroom	118815	1963	56	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
070	N	N	1	Special Ed	23046	1963	56	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
	N	N	2	Special Ed	65328	1963	56	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
	N	N	3	Classroom	100995	1963	56	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
	N	N	4	Classroom	101733	1963	56	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
					101853																			
					118815																			
080	N	N	Girls Restroom	Restroom	23046	1963	56	20	1	1	1	4	4	3	1	1	1	1	4	4	1	3	33	13.2
	N	N	Boys Restroom	Restroom	65328	1963	56	20	1	1	1	4	4	3	1	1	1	1	4	4	1	3	33	13.2
	N	N	Custodial	Custodial	100995	1963	56	20	1	1	1	4	4	3	1	1	1	1	4	4	1	3	33	13.2
	N	N	Storage	IT & Storage	101853	1963	56	20	1	1	1	4	4	3	1	1	1	1	4	4	1	2	32	12.8
					118815																			
090	N	N	5	RSP	23046	1963	56	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
	N	N	6	Classroom	65328	1963	56	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
	N	N	7	Classroom	100995	1963	56	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
	N	N	8	Classroom	101733	1963	56	20	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	19.2
					101853																			
					118815																			
17-20	N	N	17	Classroom	101809	2002	17	17	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	16.3
	N	N	18	Classroom	65328	2002	17	17	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	16.3
	N	N	19	Classroom	100995	2002	17	17	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	16.3
	N	N	20	Classroom	101853	2002	17	17	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	16.3
					118815																			
LIB	N	Y	Library	Library	52239	1989	30	20	1	1	4	4	4	3	4	1	1	1	4	4	4	3	45	18.0
					65328																			
					100995																			
					101853																			
					118815																			
LC	N	Y	Learning Center	Learning Center	34533	> 2002		20	1	1	4	4	4	3	4	1	4	1	4	4	4	3	48	19.2
					101809																			
					100995																			
					101853																			
					118815																			
STEAM	N	Y	STEAM	STEAM Lab	52239	1989	30	20	1	1	4	4	4	3	4	1	4	1	4	4	4	3	48	19.2
					100995																			
					101853																			
					118815																			
Parking	N	N	Parking	Parking	23046	1963		20	1	1	4	1	1	3	1	1	1	1	4	1	4	3	33	13.2

# KELLOGG ELEMENTARY SCHOOL SITE MEETING



Goleta Union School District  
Facilities Master Plan  
PMSM #018194.01

## SITE MEETING # 1 MINUTES

DATE: April 10<sup>th</sup>, 2019  
TIME: 3:30/5:30pm  
LOCATION: Kellogg Elementary School  
RE: Site/Community Meeting

PRESENT: Rosa Alvarado, 19six Architects  
Roland Flores, 19six Architects

STAFF MEETING  
Robbie Clopine, Classroom Teacher  
Joyce Rara, District Nurse  
Shannan Cocklin, Teacher  
Nora Zwehl Quintero, Teacher  
Jenny Vanstegn, Teacher  
Kim Bruzzesc, Principle  
Kay Strange, SpEd Teacher  
Beth Yznaga Smith, SpEd Teacher  
Kate Flonagon, SpEd Teacher  
Darlene Pisacane, Teacher  
Stephanie Kasai, Teacher  
Linsey Oglanian, Teacher  
Mary Paterson, Teacher  
Sheri Smith, Teacher

COMMUNITY MEETING  
Alayna Fraser, Parent (K)  
Amber Moran, Parent  
Sergio Perez, Parent (5<sup>th</sup> & K)  
Devon McLennan, Parent (5<sup>th</sup>)  
Erika Zollett, Parent (TK & 2<sup>nd</sup>)  
Rachel Lipman, Parent (2 kids)  
Erik Taiji, Parent  
Kara Rocque, Parent (3<sup>rd</sup> & 6<sup>th</sup>) KSSC, DAC

19sixArchitects.com

Santa Barbara Office  
802 East Cota Street, Suite A  
Santa Barbara, CA 93103  
805.963.1955

San Luis Obispo Office  
560 Higuera Street, Suite C  
San Luis Obispo, CA 93401  
805.476.0399

- I. Introductions
- II. Process Overview
- III. Education Specifications
- IV. Instructional Space Needs / Desires
  1. Less individual desks; more group tables
    - a. Movable; Able to be group
    - b. Different seating and desk options; standing desk
  2. Floor to ceiling writing/pinning surfaces
  3. Outdoor spaces-extension of classroom/instructional spaces
    - a. Flexibility to convert from a full class to break/out – small group areas
  4. Integration of Garden into outdoor teaching spaces; for particularly science labs
    - a. Outlets needed
    - b. Lockable sinks
  5. Visibility of spaces throughout campus
  6. Openability of classroom spaces to others; ability to use spaces around classrooms and maintain visibility/monitor
  7. Need dedicated STEM/STEAM/Science space
  8. Need dedicated specialist space: Small group/learning center with movable technology
  9. Would like a dedicated computer lab
  10. Library hybridized into media center/library center
    - a. Convert current computer room into another use
    - b. Lack of computers for Tk, K, 1<sup>st</sup>
    - c. Need for computers (space/area) for 1<sup>st</sup>-3<sup>rd</sup>
    - d. Typing practice
  10. Campus center/student center
    - a. Organize school around a "hub"; for art, science, storage, cubbies, etc.
  11. All classrooms had extra space for different seating/instructional arrangements, e.g. big kindergarten classrooms
  12. Replace all portables with permanent structures
  13. Utilize spaces in different methods/seating arrangement (pods)
- A. Regular Classroom
- B. Kindergarten
  1. (1) kinder in regular class (w/o restroom)
  2. (2) kinder and 1 TK in dedicated classroom
- B. Art
  1. Learning in shared space with art, IED's, etc
    - a. Ideal to have dedicated art space
    - b. Need storage, drying racks, kiln, sinks

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# KELLOGG ELEMENTARY SCHOOL SITE MEETING

- C. Technology
  - 1. Combination of monitors and projectors
  - 2. A campus media studio for recording
    - a. Ex. Recording of Seesaw program videos in a separate space
- D. Music
  - 1. Does not have a dedicated space
  - 2. Music storage currently in MPR
- E. Physical Education / Playgrounds
  - 1. Quality and age of playgrounds are a concern causing injuries
  - 2. Redesigned current playground set up to appropriate age and special needs recreation/play areas.
  - 3. No storage for PE equipment
  - 3. Upgrade and maintain existing track
    - a. Host Million Mile club fundraising event
    - b. Shaded area for PE and student informal meeting/lunch area
  - 4. Fields are highly used by the community
  - 5. Reduce asphalt on campus
  - 6. Introduce different landscapes on campus, e.g. forest, hill, etc. –less structured landscape
  - 7. Given special ed. Programs; need for “sensory”, “tactile” play structures/areas
- F. Outdoor Classroom
- G. Science
- H. Drama
  - 1. Currently does not hold the capacity of performances and storage
  - 2. Would like a multi-use outdoor theater/amphitheater/instruction area
- I. Special Education
  - 1. Intense autism program unique to this school
    - a. Need special pull out space/break room for calming down students
    - b. Soft sensory path and finishes
    - c. No windows/low light
  - 2. Health - District wide need: Nurse’s office to have (1) 10-foot deep office, with a separate examination space with phone and to not be located near reception but near/within administration.
    - a. Natural light needed/adequate lighting
  - 3. Individualized Educational Program (IEP) meeting rooms and adjacent storage needed to host 10-12 people
  - 4. Favor that special ed. classes/programs are located at center of campus
- V. Support Services Needs / Desires
  - A. Administration
    - 1. Lounge is too small
      - a. Storage of books in lounge
      - b. Only 1 door; limited access

- c. Need garbage disposal
  - d. Need natural light/air
  - e. More sections/outdoor; flexible space; outdoor seating
  - f. Limited storage for food
  - g. Electrical service issues
  - h. New furniture; finishes
- 2. Need for conference room in admin. Area to host 10-12 people
- 3. Front desk space is too small for people and equipment
- 4. Possibility of “Parent Resource” room for volunteer activities
- 5. Refurbish and upgrade administration suite
- B. Counseling
- C. Library / Media Center
  - 1. To not be in a portable
  - 2. More space for different functions
    - i. Small group workspace
  - 3. Varied seating/reading/working areas
  - 4. Collaboration between Goleta Library and district school libraries
- D. Multipurpose / Cafeteria
  - 1. Need upgrading (wall surfaces; stage lighting; etc)
- E. Food Services
- F. Restrooms
  - 1. Quality of fixtures is an issue (for adult restrooms)
  - 2. This site has over 75 staff. RRs not adequate.
  - 3. No accessible restrooms
  - 4. Lactation room needed (near lounge)
- G. Maintenance & Operations
- VI. Site / General Needs / Desires
  - 1. Flooring – A solid surface for maintenance with areas of soft surface, eg. Carpet, rubber, etc.
  - 2. Support services
    - a. Larger room for storage/review of files
  - A. Entry / ‘Front Door’
    - 1. A welcoming entry to campus
      - i. District signage
  - B. Security
    - 1. “Staff” door at rear of site (s/w corner)
    - 2. Control point needed adjacent to kinder area
    - 3. Door between two classrooms
  - C. Sustainability
    - 1. Reusable utensils, trays
      - a. Upgrade equipment to be able to wash
    - 2. Reduce and collect water
      - a. Utilize recycled water to maintain fields

# KELLOGG ELEMENTARY SCHOOL SITE MEETING

- 3. Solar
- 4. Semi-permeable paving at parts of campus
- D. Acoustics
  - 1. An issue when windows are open due to adjacent functions
- E. HVAC / Thermal Comfort
  - 1. A/C throughout campus
    - a. Individual control of system in specific spaces
  - 2. Thermal Comfort is an issue campus-wide
- F. Electrical Power
  - 3. More outlets needed
- G. IT / Data
  - 1. Intercom system is not functional campus-wide
    - i. Does not function in student restrooms
- H. Daylighting
- I. Ventilation
- J. Restrooms
- K. Vehicle circulation / drop-off
- L. Parking
  - 1. More dedicated faculty parking spaces and descriptive signage
- M. Bus drop-off
  - 1. Some at the curb
  - 2. 70+ students currently take the bus (8:05 arrival; special need later)
  - 3. Some at curb
- N. Pedestrian Circulation
  - 1. Incorporation of sensory path throughout campus – possibly district wide
- O. Closing / Follow up
- P. Aesthetics of Campus
  - 1. More welcoming
  - 2. Color
  - 3. Engage student artwork to facilities to enliven spaces



Goleta Union School District  
Facilities Master Plan  
PMSM #018194.01

## FACILITIES SITE MEETING # 1 MINUTES

DATE: May 24th, 2019  
TIME: 8:00am  
LOCATION: Kellogg Elementary School  
RE: Facility Site Meeting

PRESENT: Cynthia Diaz, 19six Architects  
Tim Berry, GUSD Custodial Supervisor

- I. Building Envelope, Interiors and Programs
  - A. East wall of Kinder rooms is notorious for termites. KA east wall has already been torn out and completely replaced and they see termites migrated to KB. Immediate treatment or prevention action needed
  - B. Not enough storage for chairs, tables and activity equipment that takes place in MPR
  - C. Future portable site locations needed for after school program and a new classroom. Consider a permanent building instead
  - D. MPR not large enough. Use the MPR at the church across the street for large events
  - E. Remove and replace cracked column and flooring
  - F. Office manager at front office says would like more visibility to the entrance to the school and parking lot for safety
  - G. Would like an area for privacy for students
  - H. LVN, RN and Community Liaison all share one small conference room that is conflicting with meetings, diabetic student privacy and work space. Need their own dedicated spaces
  - I. No lift to stage in MPR
  - J. New flooring needed
  - K. Remove and fill in where carpet rectangles are in front of classroom doors
  - L. Classroom 9 was split into three spaces with full walls and doors for their resources. One light switch operates all three spaces and would like to see them separated
  - M. Only two ADA restrooms on site with no proper signage. Also being used as storage by PE and custodian
  - N. Librarian doesn't mind the size of the library, but would like movable and interchangeable furniture to break up into different groups for being a multi-use space
  - O. Staff restrooms are not accessible
  - P. Kinder, KA and KB, restrooms are not accessible
  - Q. Standardize door hardware system

# KELLOGG ELEMENTARY SCHOOL SITE MEETING

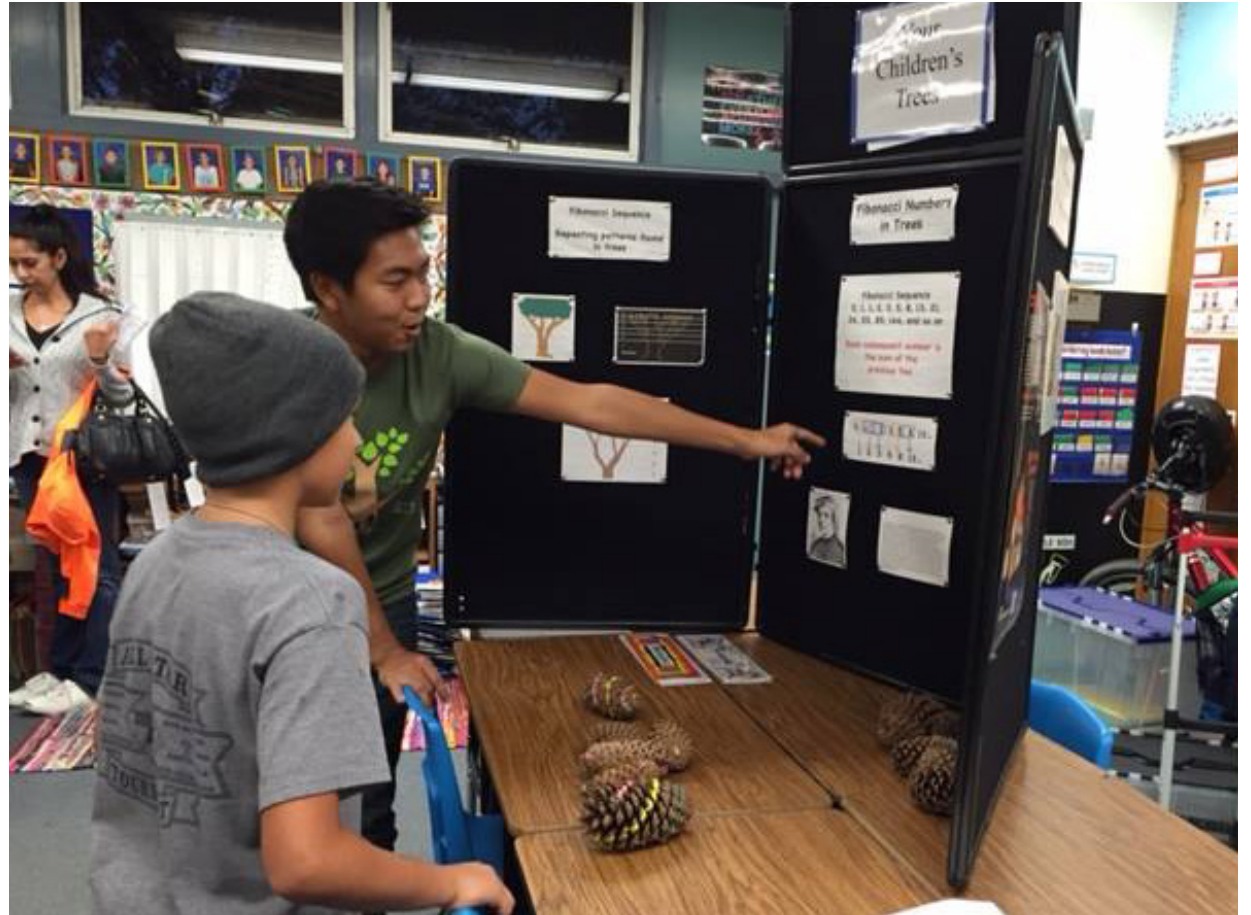
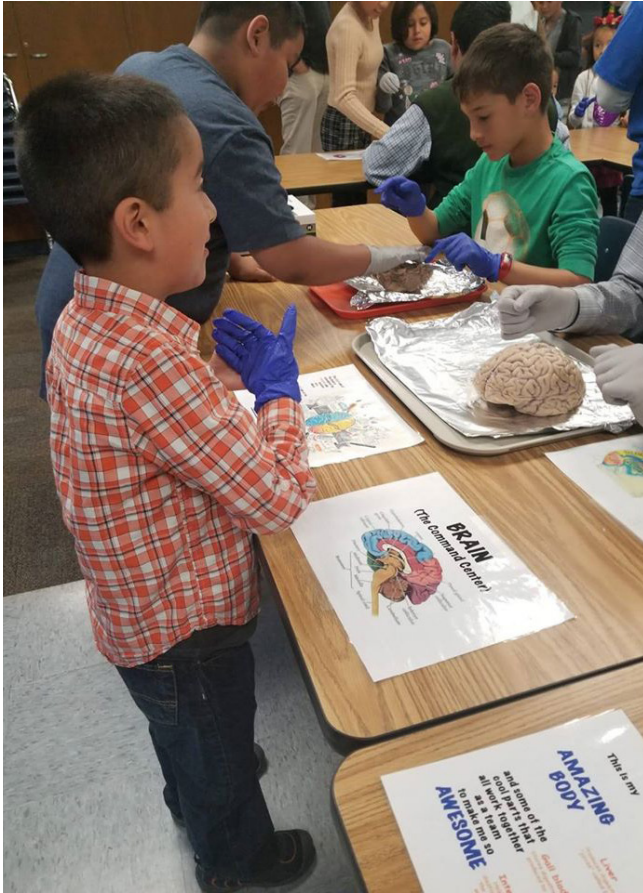
- R. Termite infestation
- S. Switch out cloth tack-board for vinyl tack-board
- T. Fix roof leaks
- U. All classroom, staff lounge, staff workroom and nurse's sinks are not accessible
- V. Classroom casework needs upgrading
- W. Gutters needed throughout campus except rooms 17-20 addition
- X. Seal masonry
- Y. Portables are on a concrete foundation
- Z. Future site for portable by room 8 has infrastructure available
- AA. Special Ed would like their storage closure, or within the classroom
- BB. Afterschool program currently in room 5 every day, and leave 7:30-8pm

## II. Site, Circulation and Safety

- A. Fire access gate does not meet 20' entry code
- B. Crosswalk needed for crossing traffic from church, The Church of Jesus Christ of Latter-day Saints, parking lot to campus site. School has an agreement with the church to use both of their north and south parking lots. School also uses their MPR
- C. Drinking fountains and refill stations are not ADA compliant
- D. Remove old obstacle course
- E. Upgrade playground structure and flooring
- F. Change in grade is not accessible next to planter from pavement to playground blacktop
- G. Gopher ridden lawn
- H. ADA parking renovation
- I. Better lighting for security
- J. Exit signage needed in all exterior doors in all buildings
- K. Site signage for ADA restrooms
- L. Lighting for dark areas with dawn/dusk system
- M. Update and more security cameras
- N. Exterior fence needs replacing
- O. Campus with the most trees needs removal
- P. Soft water system needed
- Q. Original obstacle course not being used
- R. Back gate to park is closed 8:30am-2:30pm and stays open the rest of the time
- S. Outdoor performance platform was installed back in 2002 and fundraised by parents. Bring out stage and seating for events
- T. Getting play yard blacktop resurfaced this summer, 2019
- U. Neighbor behind basketball courts sleeps in the day and complains of play yard noise
- V. New basketball hoops installed
- W. Fire access gate is open during the start of school, closed 8:30am-2:30pm and custodian closes at 5pm by custodian
- X. Three buses park on curb drop-off

## III. Systems

- A. Remove old, possibly hazardous, wall heater/fan combo from overhanging wall in teacher's lounge
- B. Plumbing supply upgrades needed
- C. All classrooms need a dedicated computer charging storage with appropriate electrical support and lock safety
- D. Update phone and PA system
- E. Brittle plastic chases/conduit. Prefer metal
- F. Electrical upgrades needed
- G. No flooding issues here



# KELLOGG SCHOOL

## 2020 FACILITY NEEDS PROJECT LIST

- Roofing Replacement, per Roofing Assessment Report
- Parking / Circulation Improvements
- Solar Parking Shade Structure with Solar Battery Storage and E-Vehicle Charging Stations
- New Shade Structure in Kindergarten Yard
- New Shade Structure in Eating Area
- Modernize Existing Classrooms, Administration, & Support with Furniture
- New 2,000 sq.ft. Library/Media/STEAM Center
- New Classroom Pod - Four (4) Classrooms
- New Kindergarten Classroom Pod – Two (2) Classrooms
- Infrastructure Improvements
- Demolition of Eight (8) Portable Buildings
- New Heating, Ventilation and Air Conditioning System
- Exterior LED Site Lighting

menu



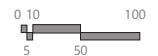
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# CONCEPT SITE PLAN

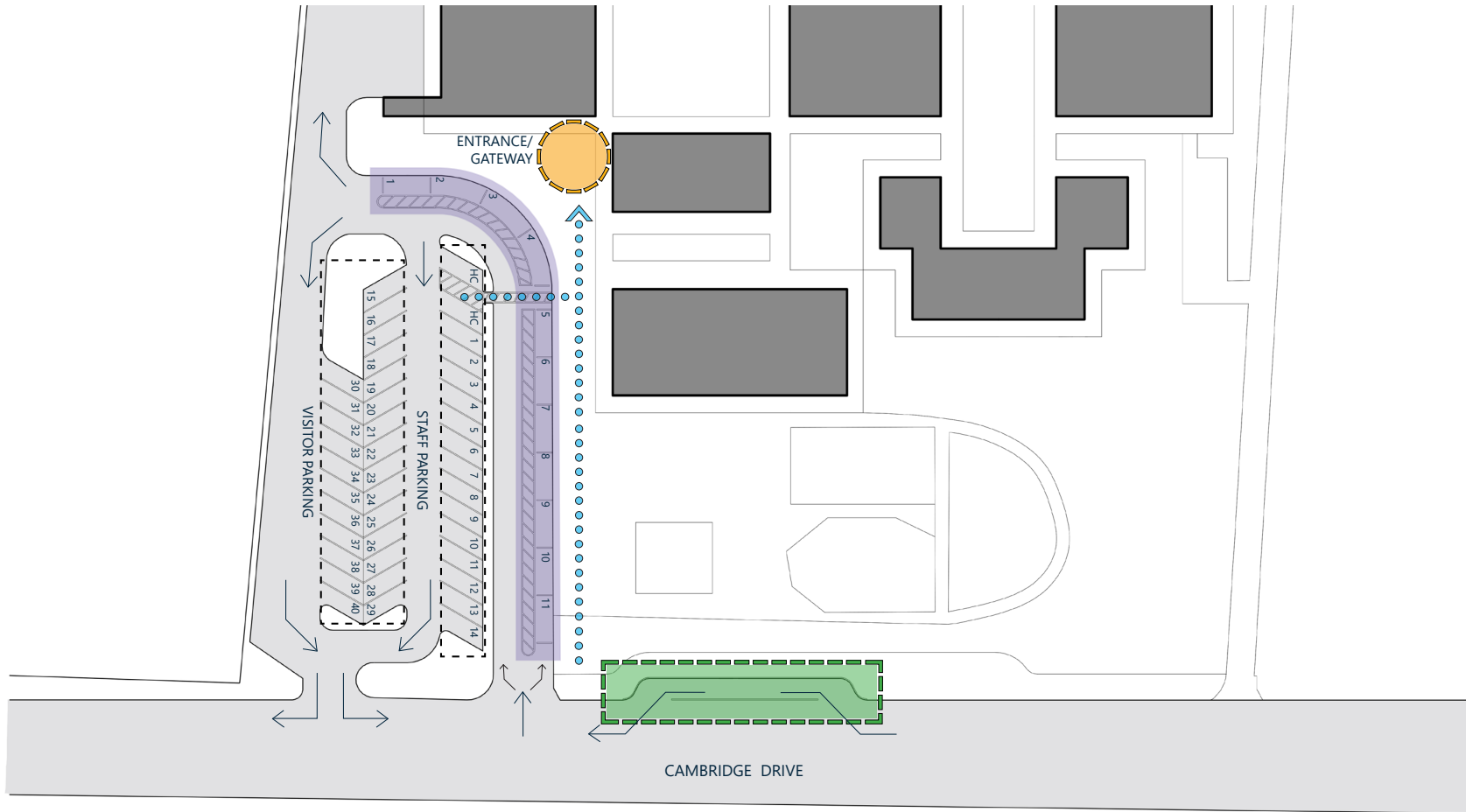


## LEGEND






- Existing Structures
- New Construction
- Removed (E) Portable Structure
- Solar Parking Shade Structure (7,000 sq.ft. total)
- Modernization
- XXX Building Number\*
- XX Room Number\*  
\*See Facility Assessment Scoring Sheet for further information
- ⊗ Numbered Note

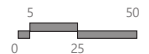


# CONCEPT CIRCULATION SITE PLAN



## LEGEND

-  Modified Drop Off Lane
-  Proposed Bus Drop Off
-  Pedestrian Circulation
-  Existing Entrance/ Gateway
-  Solar Panel Structure Above



LA PATERA  
ELEMENTARY



# LA PATERA ELEMENTARY SCHOOL

555 N. La Patera Lane, Goleta, CA 93117



Year Built: 1963

Acreage : 9.05 Acres  
8.58 Usable Less Parking

Current Enrollment: 343

Class Size Average: 19.06

Total Classroom Spaces: TK-3RD: 11  
4TH-6TH: 7

# EXECUTIVE SUMMARY

## SITE

The La Patera Elementary School campus is located at 555 North La Patera Lane in Goleta, CA. The campus is bounded to the north by Caroldale Lane; to the east by North La Patera Lane; and by residential blocks to the south and west, along Covington Way and Camino Laguna Vista, respectively. The site is a rectangular, 9.1-acre site that is skewed to parallel its bounding streets. The site's long axis is in the east-west direction, parallel to Caroldale Lane.

The school's campus is comprised of fifteen buildings, which are generally located at the eastern half of the site, along North La Patera Lane. Nine buildings are permanent structures and six buildings are portable structures. The ten permanent buildings are arranged in a cruciform layout that is centered around a central, paved and landscaped quadrangle. Additionally, three of the four arms in the cruciform layout each contain a smaller, quadrangles within them. The buildings are interconnected by colonnaded walkways, which are created by the buildings' roof overhangs. The buildings house the school's instructional, multipurpose, administrative and support spaces. The six portable structures on the campus are located immediately to the northwest and southwest of the school's cruciform layout, along Caroldale Lane and North La Patera Lane, respectively. These structures house the school's library, instructional spaces and miscellaneous support spaces, e.g. storage.

The area for the school's blacktop and play structures is bounded along its northern and eastern edges by school's cruciform layout. The school's recreational fields are located immediately to the west of the blacktop and play structures area. In total, the blacktop area and the recreational fields utilize the western half of the site. There is also a dedicated "kinder" playground and school garden located at the northern end of the school's cruciform layout, along Caroldale Lane.

A passenger drop-off, staff and visitor parking lot are located at the northeastern corner of the campus, directly off of North La Patera Lane. There is an accessible path of travel between the parking lot and the school's main entrance. The path is defined by signage, pavement striping, curb cuts, sidewalk ramps and a sidewalk.

There are two accessible parking stalls provided on the campus. One van stall and one car stall are provided. Two of the stalls are immediately adjacent to the path of travel.

## BUILDINGS

La Patera Elementary School was built in 1963 and was the third of a series of five schools to be built of seven concrete block buildings with identical floor plans to Hollister and Kellogg Elementary Schools. In 1968, the "North Pod", group of classrooms 18-21 with a restroom and office space, was constructed. Over thirty years later, the four connected North Pod classrooms, office and restroom were completely gutted and renovated. In 2008, a lunch shade structure was erected. The construction of all original buildings, consists of a concrete masonry exterior, wood frame interior walls, wood framed single-paned windows, and concrete slab sub-flooring and exterior paths. The North Pod was renovated with a stucco and metal trim exterior, metal overhangs, and single-pane tinted windows. Four out of the six portables on-site are over twenty-five years old and are in need of exterior, interior modifications and accessibility upgrades.

All of the original buildings are connected and protected by a flat roof supported by a colonnade. The roof is in major need of repair. During the site visit, it was evident that there was water puddling, runoff and overflow from the roof(s) due to a lack of roof gutters and inadequate roof slopes. Replacement of the entire roof, with proper water drainage and sloping, is necessary.

Termite damage was the result for the complete gutting and renovation of the North Pod, classrooms 18-21, in 1998. It was originally built with a wood frame construction and the renovation eliminated all exterior exposed wood in its new facade. It is still causing an issue throughout campus that includes damage to: exterior and interior wood finishes, window trim and framing; and door trim and framing. Some of the original exterior wooden columns, that make up the exterior colonnade, have been replaced with metal, or a new wooden member with a concrete base, as the original columns have been deteriorating with termites, weathering and pedestrian traffic. Currently, district-wide green-campus measures for addressing termites have not been effective.

All pathways from the public right-away(s) to, from and within the campus need to comply with current American Disabilities Act requirements and Fire Life Safety standards. All accessible pathways require requisite ADA compliant signage and (emergency) egress points need to be visually designated, accordingly. There are currently staff and student ADA restrooms that are in need of modifications. The currently accessible -designated (student) restrooms, drinking fountains and parking stalls require updated signage to

# EXECUTIVE SUMMARY

## BUILDINGS (CONTINUED)

comply with the American Disabilities Act.

All campus door hardware lock and unlock from their exterior side. Therefore, each door has a Lock-Block in case of a shooter-related intruder. Staff expressed the need for safer door hardware system and window screening. Visibility is also a concern from the front desk administration office and the principal's office out to the main entrance that also serves as the drop-off/pick-up and parking lot. The kindergarten classrooms feel they are the most vulnerable to an intruder being that the classrooms are in front of the school and adjacent to the main entrance with no window or fence screening.

## PROGRAM SPACES

One of their kindergarten classrooms is in a portable and is smaller than the other kindergarten classrooms. The portable was once their computer lab and thus does not have a restroom and very little daylight. It also does not have direct access to the kindergarten yard.

The staff and students expressed their needs for different types of flexible furniture within a regular classroom to meet age ergonomics. Areas for breakout space and project areas will help their project-base learning and science teaching. Classrooms would like to be interconnected through visibility, proximity and access.

Staff and community at this campus have expressed the desire for additional/ supplemental program spaces as well as the modernization of existing facilities. For a more detailed list of desired spaces, please refer to the Site Meeting Minutes in this section and the appendix in this document.

## BUILDING SYSTEMS

### HVAC:

Generally, the spaces on the campus are heated by gas-fired, forced air units (FAU). Each classroom has an FAU that is individually controlled. Indoor thermal comfort during warm weather is generally poor/unpleasant on the campus due to poor natural ventilation provided by nonfunctional, operable windows and a lack of air conditioning.

### Plumbing:

Although there are references to a history of plumbing infrastructural upgrades on the campus, the scope of the work cannot be verified. Therefore, plumbing infrastructural upgrades up to and within the campus need to be completed. The campus does not have clean-outs and there is a general issue of calcification build up occurring on the campus.

### Electrical:

The last upgrade to the campus' electrical infrastructure occurred over twenty years, ago. However, the scope of electrical work was limited and of poor quality. The school's curriculum now encompasses new technologies, e.g. Chrome Books or iPads – that require updated and modern infrastructure. Therefore, electrical infrastructural upgrades up to and within the campus need to be completed.

### Technology:

A reliable Wi-Fi network is necessary to keep up with growing need. More than one monitor per classroom is requested for break out of student and lecture groups. Please see section District Offices Executive Summary, Technology: District Wide Needs for more information.

# SITE AERIAL



LA PATERA  
ELEMENTARY SCHOOL

# FACILITY ASSESSMENT DATA SCORING SHEETS

This worksheet establishes data for determination of priority projects across a campus or district wide level. Please note that the findings in this spreadsheet are based on the architect's field observations only. In the event any hazardous, structural, or fire and life safety discrepancies are witnessed by the architect, the district may be required to conduct additional testing or research to ensure the safety of the students, staff, and community. The architect will report any findings of this nature to the district.

Rating Key	
1=	no repair necessary
2=	cosmetic repair necessary
3=	preventative maintenance necessary
4=	repair necessary
5=	repair necessary for use past 2 years
6=	major repair needed for immediate continued use

BUILDING	RELO (Y/N)	MODULAR (Y/N)	ROOM	USE	DSA#	YEAR BUILT	AGE	AGE SINCE MOD	HAZ	STRUCT.	FLS	BLDG ADA	ROOF	ENVL.	GLAZING	ACOUS.	DAYLITE	HVAC	SITE ADA	SITE UTIL	SECRTY	AESTH.	SUM	PRIORITY FACTORY	
010	N	N	Workroom	Faculty	23532	1963	56	21	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	20.2	
	N	N	Hall	Circulation	100995	1963	56	21	1	1	4	4	4	1	1	1	1	4	4	1	1	3	37	15.5	
	N	N	Storage	Storage	101812	1963	56	21	1	1	1	4	4	1	1	1	1	1	4	1	1	2	27	11.3	
	N	N	Furnace	HVAC	101904	1963	56	21	1	1	1	4	4	3	1	1	1	1	4	4	1	2	32	13.4	
	N	N	Reception	Administration	119104	1963	56	21	1	1	4	4	4	3	4	4	1	4	4	4	4	3	51	21.4	
	N	N	Principle's Office	Administration		1963	56	21	1	1	1	4	4	3	4	1	4	4	4	4	4	3	45	18.9	
	N	N	Conference	Conference		1963	56	21	1	1	1	4	4	3	4	1	1	4	4	4	4	3	42	17.6	
	N	N	Nurse	Nurse		1963	56	21	1	1	1	4	4	3	4	1	4	4	4	4	4	3	45	18.9	
	N	N	Unisex Restroom	Nurse/Student		1963	56	21	1	1	1	4	4	3	1	1	1	4	4	4	4	1	3	36	15.1
	N	N	Hall	Staff Restrooms/Exit		1963	56	21	1	1	4	4	4	3	1	1	4	4	4	1	4	3	45	18.9	
	N	N	(S) Unisex Restroom	Staff Restroom		1963	56	21	1	1	1	4	4	3	1	1	1	4	4	4	1	3	36	15.1	
	N	N	Storage Room	Storage		1963	56	21	1	1	1	4	4	1	1	1	1	4	4	1	1	2	30	12.6	
	N	N	(N) Unisex Restroom	Staff Restroom		1963	56	21	1	1	1	4	4	1	1	1	1	4	4	4	1	3	34	14.3	
030	N	N	MPR	MPR	23532	1963	56	21	1	1	2	4	4	3	4	4	1	4	4	4	4	3	47	19.7	
	N	N	Storage	Chair Storage	100995	1963	56	21	1	1	1	4	4	1	1	1	1	1	4	1	1	2	27	11.3	
	N	N	Storage	MPR Storage	101812	1963	56	21	1	1	1	4	4	1	1	1	1	1	4	1	1	2	27	11.3	
	N	N	Hall	Circulation	101904	1963	56	21	1	1	2	4	4	3	1	1	1	4	4	1	1	3	35	14.7	
	N	N	Hall Storage	Storage	119104	1963	56	21	1	1	1	4	4	3	1	1	1	1	4	1	1	2	29	12.2	
	N	N	Custodial	Custodial		1963	56	21	1	1	1	4	4	3	1	1	1	1	4	4	1	2	32	13.4	
	N	N	Unisex Restroom	Restroom		1963	56	21	1	1	1	4	4	1	1	1	1	4	4	4	1	3	34	14.3	
	N	N	Kitchen	Kitchen		1963	56	21	1	1	1	4	4	3	4	4	1	4	4	4	4	3	45	18.9	
	N	N	Mechanical	Mechanical		1963	56	21	1	1	1	4	4	3	1	1	1	1	4	4	1	2	32	13.4	
	N	N	Workroom	Faculty		1963	56	21	1	1	1	4	4	3	1	1	4	4	4	4	4	3	42	17.6	
	Y	N	Lounge	Faculty		1963	56	21	1	1	4	4	4	3	4	1	3	4	4	4	4	3	50	21.0	
K20	N	N	Kindergarten A	Classroom	23532	1963	56	21	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	20.2	
	N	N	Restroom 1A	Restroom	100995	1963	56	21	1	1	1	4	4	1	1	1	1	4	4	4	1	3	34	14.3	
	N	N	Restroom 2A	Restroom	101734	1963	56	21	1	1	1	4	4	1	1	1	1	4	4	4	1	3	34	14.3	
	N	N	Storage	Storage	106796	1963	56	21	1	1	1	4	4	3	4	1	1	4	4	4	4	2	41	17.2	
	N	N	Kindergarten B	Classroom	101904	1963	56	21	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	20.2	
	N	N	Restroom 1B	Restroom	119104	1963	56	21	1	1	1	4	4	1	1	1	1	4	4	4	1	3	34	14.3	
	N	N	Restroom 2B	Restroom		1963	56	21	1	1	1	4	4	1	1	1	1	4	4	4	1	3	34	14.3	
040	N	N	13	Tutoring	23532	1963	56	21	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	20.2	
	N	N	14	Classroom	49234	1963	56	21	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	20.2	
	N	N	15	Classroom	58433	1963	56	21	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	20.2	
	N	N	16	Classroom	100995	1963	56	21	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	20.2	
					101734																				
					101812																				
					101904																				
					119104																				
050	N	N	Girls Restroom	Restroom	23532	1963	56	21	1	1	1	4	4	3	1	1	1	1	4	4	1	3	33	13.9	
	N	N	Boys Restroom	Restroom	49234	1963	56	21	1	1	1	4	4	3	1	1	1	1	4	4	1	3	33	13.9	
	N	N	Counselor	Counseling	100995	1963	56	21	1	1	1	4	4	3	1	1	1	1	4	4	1	2	32	13.4	
	N	N	PE office	Office	101904	1963	56	21	1	1	1	4	4	3	1	1	1	1	4	4	1	2	26	10.9	
					119104																				
060	N	N	9	Classroom	23532	1963	56	21	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	20.2	
	N	N	10	Special Ed	49234	1963	56	21	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	20.2	
	N	N	11	Classroom	58433	1963	56	21	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	20.2	
	N	N	12	Classroom	100995	1963	56	21	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	20.2	

# FACILITY ASSESSMENT DATA SCORING SHEETS

						101734																		
						101812																		
						101904																		
						119104																		
070	N	N	5	Classroom	23532	1963	56	21	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	20.2
	N	N	6	Classroom	49234	1963	56	21	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	20.2
	N	N	7	Classroom	58433	1963	56	21	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	20.2
	N	N	8	Classroom	100995	1963	56	21	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	20.2
						101734																		
						101812																		
						101904																		
						119104																		
080	N	N	Girls Restroom	Restroom	23532	1963	56	21	1	1	1	4	4	3	1	1	1	1	4	4	1	3	33	13.9
	N	N	Boys Restroom	Restroom	100995	1963	56	21	1	1	1	4	4	3	1	1	1	1	4	4	1	3	33	13.9
	N	N	ADA Restroom	Restroom/IT	101904	1963	56	21	1	1	1	3	4	3	1	1	1	1	4	4	1	2	31	13.0
	N	N	ADA Restroom	Restroom/Custodial	119104	1963	56	21	1	1	1	3	4	3	1	1	1	1	4	4	1	2	31	13.0
090	N	N	1	Science	23532	1963	56	21	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	20.2
	N	N	2	Classroom	49234	1963	56	21	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	20.2
	N	N	3	Classroom	58433	1963	56	21	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	20.2
	N	N	4	Classroom	100995	1963	56	21	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	20.2
						101734																		
						101812																		
						101904																		
						119104																		
KC	N	Y	KC	Classroom	30546	> 1994		21	4	1	4	4	4	3	4	1	4	1	4	4	4	3	54	22.7
						52239																		
						106796																		
						100995																		
						101904																		
26	N	Y	26	Art		~2004		15	1	1	4	4	4	3	4	1	4	1	4	4	4	3	48	14.4
17	N	Y	17	Conference Room		~2004		15	1	1	4	4	4	3	4	1	4	1	4	4	4	3	48	14.4
			17A	Instructional Specialist		~2004		15	1	1	1	4	4	3	4	1	4	1	4	4	4	3	42	12.6
LIB	N	Y	Library	Library	30546	> 1994		21	1	1	4	4	4	3	4	1	1	1	4	4	4	3	45	18.9
						52239																		
						100995																		
						101904																		
18-21	N	N	18	Classroom	30546	> 1994		21	1	1	4	4	4	2	4	1	1	4	4	4	4	3	47	19.7
	N	N	19	Counseling	52239	> 1994		21	1	1	4	4	4	2	4	1	1	4	4	4	4	3	47	19.7
	N	N	20	Classroom	100995	> 1994		21	1	1	4	4	4	2	4	1	1	4	4	4	4	3	47	19.7
	N	N	21	Learning Center	108035	> 1994		21	1	1	4	4	4	2	4	1	1	4	4	4	4	3	47	19.7
	N	N	Room C	Psychologist	101904	> 1994		21	1	1	1	4	4	2	4	1	1	4	4	4	4	3	41	17.2
	N	N	Room D	Speech		> 1994		21	1	1	1	4	4	2	4	1	1	4	4	4	4	3	41	17.2
	N	N	Girls Restroom	Restroom		> 1994		21	1	1	1	4	4	3	1	1	1	4	4	4	1	3	33	13.9
	N	N	Boys Restroom	Boys Restroom		> 1994		21	1	1	1	4	4	3	1	1	1	4	4	4	1	3	33	13.9
	N	N	Electrical	Electrical		> 1994		21	1	1	1	4	4	3	3	1	1	1	4	4	1	2	32	13.4
24	N	Y	24	Computer Lab	30546	> 1994		21	1	1	1	4	4	3	4	1	4	1	4	4	4	3	42	17.6
						52239																		
						100995																		
						101904																		
25	N	Y	25	After-school	30546	> 1994		21	1	1	1	4	4	3	4	1	4	1	4	4	4	3	42	17.6
						52239																		
						100995																		
						101904																		
LP	N	N	Lunch Pavilion	Dining	111923	2008	11	11	1	1	1	4	1	1	1	1	1	4	1	4	2	27	5.9	
Parking	N	N	Parking	Parking	23532	1963	56	21	1	1	4	1	1	3	1	1	1	1	4	1	4	4	34	14.3

# LA PATERA ELEMENTARY SCHOOL SITE MEETING



Goleta Union School District  
Facilities Master Plan  
PMSM #018194.01

## SITE MEETING # 1 MINUTES

DATE: April 9<sup>th</sup>, 2019  
TIME: 3:30/5:30pm  
LOCATION: La Patera Elementary School  
RE: Site/Community Meeting

PRESENT: Alan Kroeker, 19six Architects  
Rosa Alvarado, 19six Architects

### STAFF MEETING

Tami Bilco, Teacher (K)  
Donna Lewis, District Superintendent  
Marta Uribe, Teacher (2nd)  
Sheila Abshire, Teacher (4<sup>th</sup>)  
Christina Clayton, Teacher (K)  
Sonia Dettay, Teacher (Principal)  
Yvonne Free, Teacher (staff)  
Kenya Penniman, Teacher (Parent)

### COMMUNITY MEETING

No one signed in

- I. Introductions
- II. Process Overview
- III. Education Specifications
  - A. Community/ State / Global Needs / Trends
    - 1. Parent resource center/meeting area
- IV. Instructional Space Needs / Desires
  - A. Regular Classroom
    - 1. Classrooms need different types of furniture; flexibility
      - a. "wiggle" bar/ball
      - b. Stand up desk
    - 2. Bring up current infrastructure to accommodate current learning techniques

- 3. Project area/breakout space
  - a. In relation to science teaching
  - b. Project based learning
- 4. Age specific spaces
  - a. Ergonomics
- 5. Storage designed for current issues
- 6. Interconnection between classrooms
  - a. Visibility
  - b. Proximity
  - c. access
- B. Kindergarten
  - 1. Need 1 kinder and 1 tk
  - 2. Expand kinder playground (± 80 students)
- C. Art
- D. Technology
  - 1. Accessibility/storage for technology
  - 2. Integration of new technology
    - a. Storage
    - b. Power
  - 3. More monitors
- E. Music
  - 1. Nice to have it's own space
    - a. Currently conducted in classrooms (okay)
- F. Physical Education / Playgrounds
  - 1. Blacktop issues
  - 2. Need for "obstacle course" in playfields
  - 3. Age appropriate play equipment
  - 4. Track around fields; ideal
    - a. 100 Mile Club
- G. Outdoor Classroom
  - 1. Outside garden instructional area; composting (student run)
- H. Science
  - 1. Dedicated science/make/lab space
    - a. STEM science focus
    - b. Especially for new science curriculum
- I. Drama
  - 1. Storage needed
- J. Special Education
  - 1. Areas/spaces for specialist (activities)
  - 2. Has dedicated space
    - a. Needs flexibility
- K. Portables
  - 1. High percentage of portable structures on campus

# LA PATERA ELEMENTARY SCHOOL SITE MEETING

- 2. Ideally want permanent kinder, TK, Library, Art, etc.
- 3. Acoustical problems in portable classrooms (echo)
- V. Support Services Needs / Desires
  - A. Administration
    - 1. A conference room for meetings and IEP's
      - a. 10-15 people
  - B. Counseling
  - C. Library / Media Center
    - 1. Currently in a portable; ideally, be in a permanent building
    - 2. Need for expanding "media" portion of library
      - a. Space
      - b. Access
    - 3. Library/computer lab expansion to accommodate other uses
      - a. Recess/lunch use
      - b. "student center"
  - D. Multipurpose / Cafeteria
    - 1. Open up MPR to exterior to increase usage/flexibility
    - 2. Maintenance needed for stage equipment
    - 3. Needs more portable seating
  - E. Food Services
    - 1. Has electrical issues/needs
  - F. Restrooms
    - 1. Only 2, out of the four, kinders have restrooms
    - 2. Adult restrooms need refurbishment
  - G. Maintenance & Operations
    - 1. Storm drain issues
- VI. Site / General Needs / Desires
  - A. Entry / 'Front Door'
    - 1. Added signage to highlight main entrance
  - B. Security
    - 1. "staff" doors at bus drop-offs for security access
    - 2. More signage to prevent dogs on campus, especially on weekends
  - C. Sustainability
  - D. Acoustics
  - E. HVAC / Thermal Comfort
    - 1. MPR has comfort issues during events
      - a. Thermal comfort
    - 2. AC in common spaces needed
  - F. Electrical Power
    - 1. Power needs related to new technology equipment
  - G. IT / Data

- H. Daylighting
  - 1. Shading devices needed in classrooms to control daylight
- I. Ventilation
- J. Restrooms
- K. Vehicle circulation / drop-off
- L. Parking
  - 1. Needs as programs expands, eg. Added TK
  - 2. Bike racks are sufficient and not impeded by car traffic
- M. Bus drop-off
- N. Pedestrian Circulation
  - 1. Cross guard at Camino Laguna Vista
  - 2. Dedicated pull-over lane for buses to ease pedestrian traffic flow/visibility
    - a. With entrance "gateway" (along La Patera?)
- O. Enhance aesthetic liveliness of campus
  - 1. Color
  - 2. Distinction
- P. Shade on campus

Closing / Follow up

# LA PATERA ELEMENTARY SCHOOL SITE MEETING



Goleta Union School District  
Facilities Master Plan  
PMSM #018194.01

## FACILITIES SITE MEETING # 1 MINUTES

DATE: May 20th, 2019  
TIME: 8:00am  
LOCATION: La Patera Elementary School  
RE: Facility Site Meeting

PRESENT: Martin Hartmann, 19six Architects  
Robert Matheny, GUSD MOT Director  
Tim Berry, GUSD Custodial Supervisor

- I. Building Envelope, Interiors and Programs
  - A. Staff renovated restrooms are not ADA compliant
  - B. Old and nonfunctional window covering tracks
  - C. Restroom in nurse's office is not ADA compliant
  - D. Door hits equipment in custodial/storage closet; not enough clearance for door swing
  - E. Lunch pavilion is not effective with providing shade due to sun angles
  - F. Staff restroom lacks privacy
  - G. ADA renovated restroom needs a few accessory ADA upgrades, ie. Insulated pipes
  - H. Sealant at gap needed between building and paving
  - I. Restrooms are not ADA compliant
  - J. Need roof drain
  - K. ADA restroom: West one has exposed IT equipment, only used with company by adult; East one is a combination of custodial closet with wash sink, and electrical equipment that may not be safe for ADA
  - L. Peeling paint inside of boys restroom; could be lead containing
  - M. KC has mold smell possibly from leak
  - N. KC: has no direct access to the kinder yard, smaller than the other kinder units, has less windows, AC is currently under repair, ramp to unit is deteriorated and is not ADA compliant
  - O. "Add on" shed roof leaks, water intrusion
  - P. Not dual glazed windows on portable
  - Q. Not dual glazed window at renovated office space
  - R. Teacher asked for TV to be mounted higher and could be a wall-design standard
  - S. Majority of windows were replaced with tinted glass due to vandalism with B.B. guns. Tinted glass is helping with glare, heat and security

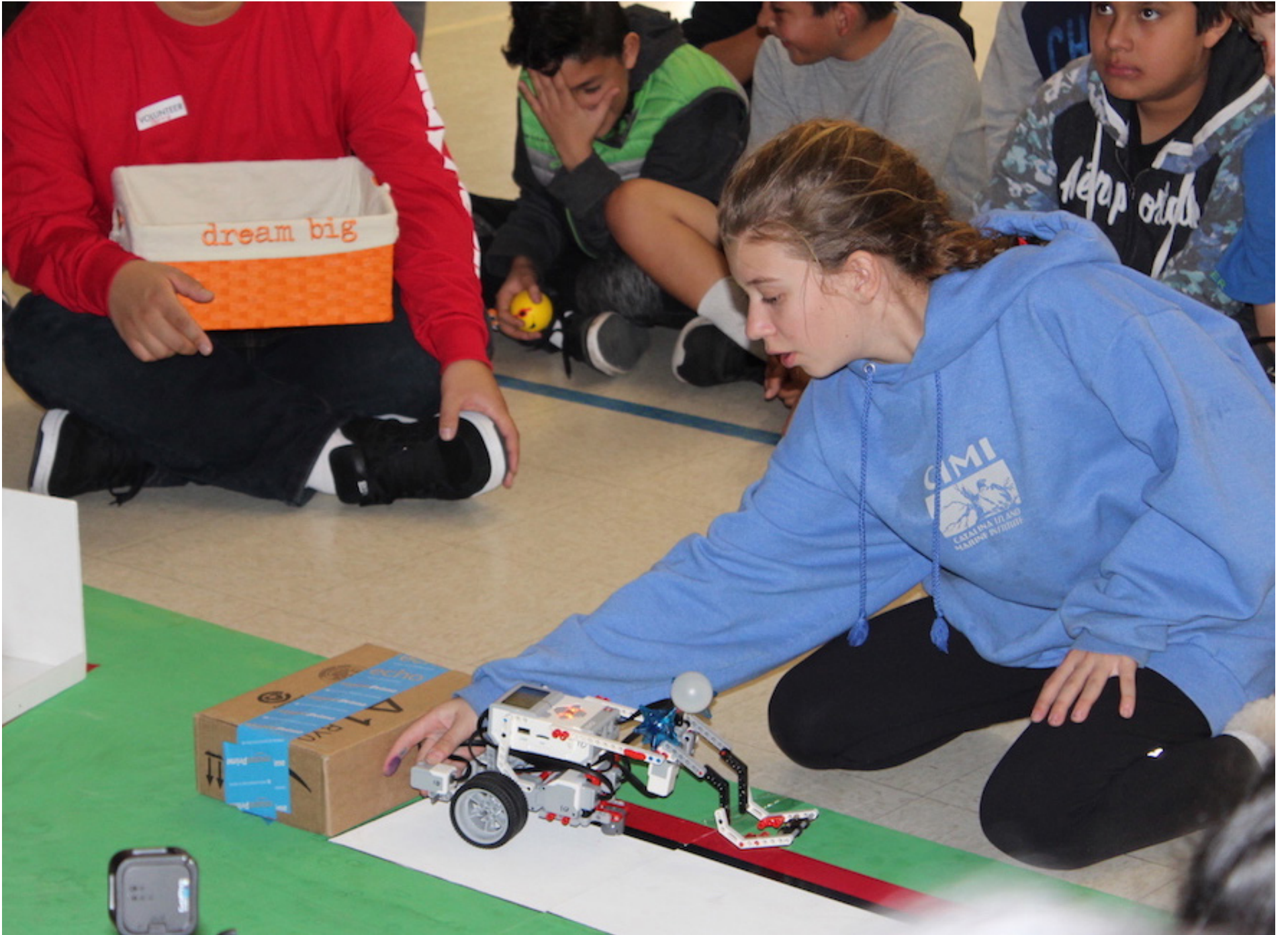
- T. Kitchen upgrades done about 5 years ago with new stainless steel counter tops, new floors, sink, sanitation and original cabinets remained
- U. Rooms 18-21 and adjacent building were once a portable that they renovated to become a permanent structure with raised concrete foundation and stucco siding done about 15 years ago (according to DSA website)
- V. Standardize door hardware system
- W. Re-carpeting throughout all classrooms and offices
- X. Switch out cloth tack-board for vinyl tack-board
- Y. Custodial sinks need water resistant wall finishes around sinks
- Z. All classroom and administration sinks are not accessible
- AA. Casework throughout entire campus needs renovation or replacement and to meet ADA standards
- BB. Non-ADA thresholds on various doors throughout site
- CC. District averse to cargo containers, not many at sites
- DD. Compound/enclosures would work for maintenance
- EE. Old windows with aluminum hardware hoppers are worn out and some screwed shut
- FF. Roof drains clogged with run-off misdirected
- GG. Gutters are better than internal roof drains

- II. Site, Circulation and Safety
  - A. Current bus drop-off is on the public sidewalk and the principle would like to have a dedicated bus drop-off on site
  - B. Blacktop resurfacing
  - C. Flagpole not in use
  - D. ADA parking stalls need renovation
  - E. Tree removal necessary with roots pushing up walkway pavement and causing water to flood into restrooms where floor drains are old and work slowly
  - F. Garden moisture issue; not maintained
  - G. Fence is old and missing bolt wire
  - H. Majority of students are bussed from downtown
  - I. Back gates are closed during school is in session
  - J. Parking lot is used by park visitors at all hours of the day
  - K. Playground blacktop being resurfaced this summer 2019 with slurry seal of a 3-5 year solution
  - L. Exit signage needed in all exterior doors in all buildings
  - M. Site signage for ADA restrooms
  - N. Lighting for dark areas with dawn/dusk system
  - O. Termite and gopher infestation
  - P. Tree removal as they are too close to buildings and pushing up under foundation

- III. Systems
  - A. Remove old intercom/music PA system and replace with new
  - B. Drainage issues

# LA PATERA ELEMENTARY SCHOOL SITE MEETING

- C. IT evolves every two years with a need to standardize IT infrastructure and aesthetics to make changes
- D. Has one landscape person per school per day
  - a. Mowing happening half the day
  - b. Would like two persons per day
- E. Plumbing supply upgrades needed
- F. Remove and replace all clocks to have both digital and analog
- G. All classrooms need a dedicated computer charging storage with appropriate electrical support and lock safety
- H. Brittle plastic chases/conduit. Prefer metal
- I. Electrical upgrades needed
- J. AC wanted in administration building and throughout campus
- K. Scuppers added after-the-fact of issue. No cohesive drainage plan
- L. Some areas need pumps and/or sandbags to deal with puddling



## 2020 FACILITY NEEDS PROJECT LIST

Roofing Replacement, per Roofing Assessment Report

Parking / Circulation Improvements

Solar Parking Shade Structure with Solar Battery Storage and E-Vehicle Charging Stations

New Shade Structure in Kindergarten Yard

New Shade Structure in Eating Area

New Shade Structure in Large Playground

Modernize Existing Classrooms, Administration, & Support with Furniture

New 2,000 sq.ft. Library / Media / STEAM Center

New Classroom Pod - Four (4) Classrooms

New Kindergarten Classroom

New Portable Classroom for After-School Program

Infrastructure Improvements

Demolition of Six (6) Portable Buildings

Pavement Improvements per Paving Assessment Report

New Heating, Ventilation and Air Conditioning System

Exterior LED Site Lighting



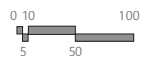
# CONCEPT SITE PLAN



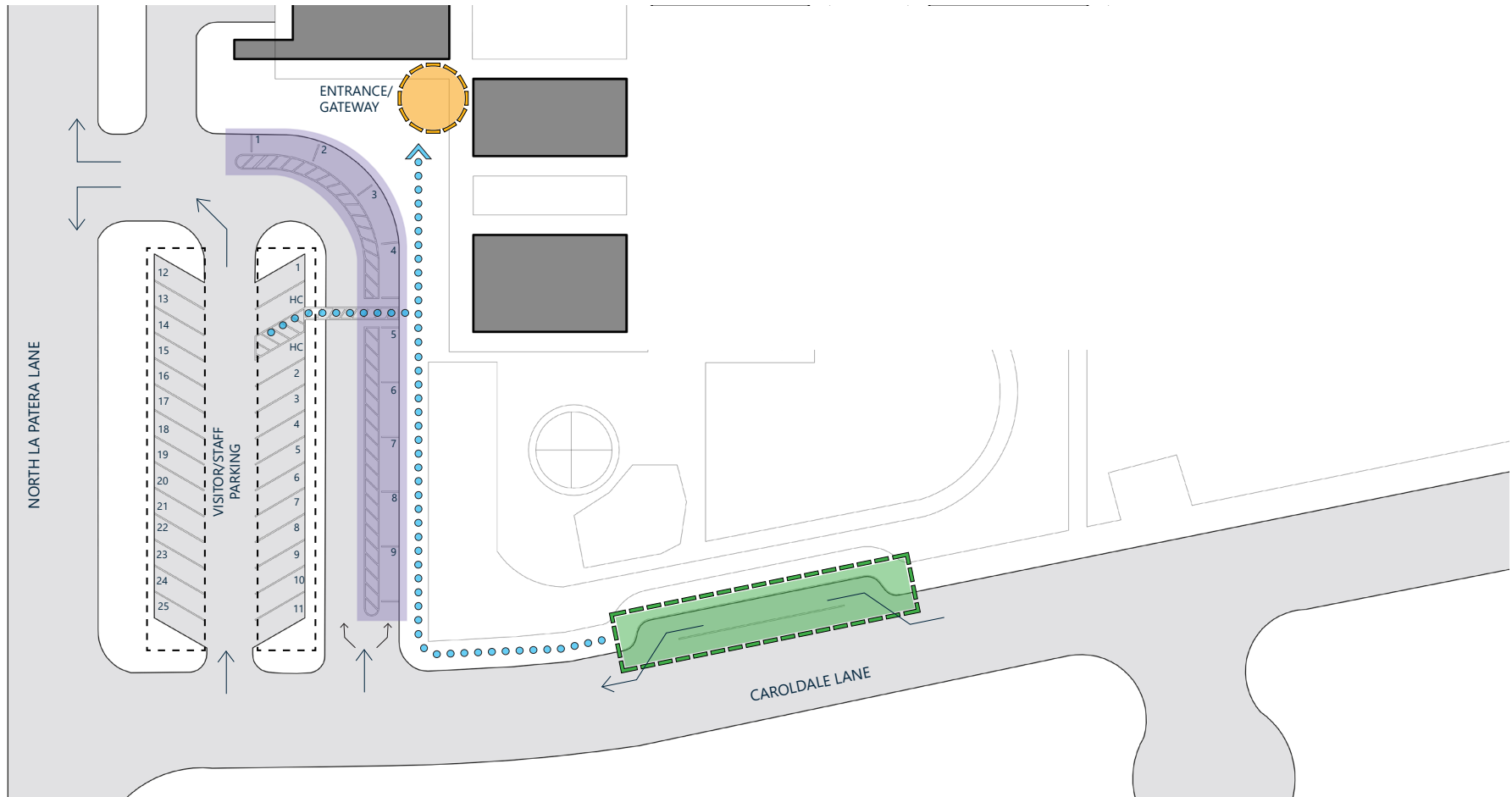
## LEGEND

- Existing Structures
- New Construction
- Removed (E) Portable Structure
- Solar Parking Shade Structure (8,000 sq.ft. total)
- Modernization
- XXX Building Number\*
- XX Room Number\*  
\*See Facility Assessment Scoring Sheet for further information
- ⓧ Numbered Note

- ① Afterschool program to be relocated to new portable.
- ② Computer lab to be moved into Library/Media/STEAM Center.
- ③ Art class to be moved to Room 1.
- ④ Science class from Room 1 to relocate into Library/Media/STEAM Center.
- ⑤ Kindergarten classroom in KC to be relocated into new Kindergarten

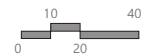


# CONCEPT CIRCULATION SITE PLAN



## LEGEND

- Modified Drop Off Lane
- Proposed Bus Drop Off
- Pedestrian Circulation
- Existing Entrance/ Gateway
- Solar Panel Structure Above



**MOUNTAIN VIEW  
ELEMENTARY**



# MOUNTAIN VIEW ELEMENTARY SCHOOL

5465 Queen Ann Lane, Santa Barbara, CA 93111



Year Built: 1966

Acreage : 9.03 Acres  
7.93 Usable Less Parking

Current Enrollment: 318

Class Size Average: 21.71

Total Classroom Spaces: TK-3RD: 8  
4TH-6TH: 6

# EXECUTIVE SUMMARY

## SITE

The Mountain View Elementary School campus is located at 5465 Queen Ann Lane in Santa Barbara, CA. The campus is bounded to the north by Queen Ann Lane; to the east and the south by residential blocks, along Windsor Court and San Patricio Drive, respectively; and by Randolph Road to the west. The site is a relatively rectangular, 9.0-acre site. The site's long axis is in the east-west direction, parallel to Queen Ann Lane.

The school's campus is comprised of twelve buildings, which are generally located at the eastern half of the site, towards the residential block along Windsor Court. Ten buildings are permanent structures and two buildings are portable structures. The ten permanent buildings are hexagonal shaped structures, arranged into two groups comprised of four buildings, each, with another two buildings located individually on the site. The grouped buildings are interconnected by covered walkways. Cumulatively, the ten buildings house the school's instructional, multipurpose, library, administrative and support spaces. The two portable structures on the campus are located immediately to the west of the school's garden, along the southern boundary of the site. These structures house a STEAM space and a computer lab.

The area for the school's blacktop and play structures is bounded along its eastern edge by the two groups of interconnected buildings. The school's recreational fields are located immediately to the west of the blacktop and play structures area. The blacktop area and the recreational fields encompass approximately half of the school's site. There is also a dedicated "kinder" playground and school garden located at the southeastern corner; and along the southern boundary of the site, respectively.

A passenger drop-off, staff and visitor parking lot are located at the northeastern corner of the campus, directly off of Queen Ann Lane. Additionally, bicycle parking is located along the northern boundary of the campus, adjacent to the blacktop area with access off of Queen Ann Lane. There is an accessible path of travel between the parking lot and the school's main entrance, defined by signage, pavement striping, sidewalk ramps and a sidewalk. There are two accessible parking stalls provided on the campus. One van stall and one car stall are provided. The two of the stalls are immediately adjacent to the path of travel.

## BUILDINGS

Mountain View Elementary School was built in 1966 and was the first in the district to be built with hexagonal pods. In 2008, a lunch shade structure was erected. The construction of all original buildings, consists of a stucco and wood trim exterior, exposed wooden overhangs and fascia, and single-pane tinted windows. Both portables on-site are over twenty-five years old and are in need of structural, exterior, interior modifications and accessibility upgrades.

All of the original buildings are connected and protected by a hexagonal slopped roof. Only at the entry to the MPR the roof is supported by a wooden colonnade. This is the only campus where the roof is in good shape but does need the wooden fascia replaced, gutters and down spouts as the rain drips off the roof.

Due to lack of gutters, the fascia is rotted and attracts termites and carpenter bees. Termites are causing issues throughout the campus that includes damage to: exterior and interior wood finishes, window trim and framing; and door trim and framing. Currently, district-wide green-campus measures for addressing termites have not been effective.

The primary entry path has a steep slope that is not wheel-chair accessible and there is no signage to direct them to a compliant path. All pathways from the public right-away(s) to, from and within the campus need to comply with current American Disabilities Act requirements and Fire Life Safety standards. All accessible pathways require requisite ADA compliant signage and (emergency) egress points need to be visually designated, accordingly. There are currently student ADA restrooms that are in need of modifications, but are not in a desired location. The currently accessible -designated (student) restrooms, drinking fountains and parking stalls require updated signage to comply with the American Disabilities Act.

All campus door hardware lock and unlock from their exterior side. Therefore, each door has a Lock-Block in case of a shooter-related intruder. Staff expressed the need for safer door hardware system and window screening. The visibility from the front desk administration office and the principal's office out to the main entrance is great at this campus. The kindergarten classrooms feel they are the most vulnerable to an intruder being that the classrooms are in front of the school and adjacent to the main entrance with no window or fence screening.

# EXECUTIVE SUMMARY

## PROGRAM SPACES

Mountain View is home to a large Special Day Class (SDC) education. Three classrooms are dedicated to the students with intensive needs. The SDC staff expressed the need for an accessible restroom located within their building. If a restroom is within the building, then a staff member does not have to leave the other students unattended, or find a faculty member to monitor, while they assist another student in the restroom.

The playground areas are in need of repair, upgrades and modifications. The community expressed a desire for an accessible and dedicated play area for the special needs students as in tactile and unorganized play.

Staff and community at this campus have expressed the desire for additional/supplemental program spaces as well as the modernization of existing facilities. For a more detailed list of desired spaces, please refer to the Site Meeting Minutes in this section and the appendix in this document.

## BUILDING SYSTEMS

### HVAC:

Generally, the spaces on the campus are heated by gas-fired, forced air units (FAU). Each classroom has an FAU that is individually controlled. Indoor thermal comfort during warm weather is generally poor/unpleasant on the campus due to poor natural ventilation provided by nonfunctional, operable windows and a lack of air conditioning.

### Plumbing:

Although there are references to a history of plumbing infrastructural upgrades on the campus, the scope of the work cannot be verified. Therefore, plumbing infrastructural upgrades up to and within the campus need to be completed. The campus does not have clean-outs and there is a general issue of calcification build up occurring on the campus.

### Electrical:

The last upgrade to the campus' electrical infrastructure occurred over twenty years, ago. However, the scope of electrical work was limited and of poor quality. The school's curriculum now encompasses new technologies, e.g. Chrome Books or iPads – that require updated and modern infrastructure. Therefore, electrical infrastructural upgrades up to and within the campus need to be completed.

### Technology:

A reliable Wi-Fi network is necessary to keep up with growing need. More than one monitor per classroom is requested for break out of student and lecture groups. Please see section District Offices Executive Summary, Technology: District Wide Needs for more information.

# SITE AERIAL



# FACILITY ASSESSMENT DATA SCORING SHEETS

This worksheet establishes data for determination of priority projects across a campus or district wide level. Please note that the findings in this spreadsheet are based on the architect's field observations only. In the event any hazardous, structural, or fire and life safety discrepancies are witnessed by the architect, the district may be required to conduct additional testing or research to ensure the safety of the students, staff, and community. The architect will report any findings of this nature to the district.

Rating Key	
1=	no repair necessary
2=	cosmetic repair necessary
3=	preventative maintenance necessary
4=	repair necessary
5=	repair necessary for use past 2 years
6=	major repair needed for immediate continued use

BUILDING	RELO (Y/N)	MODULAR (Y/N)	ROOM	USE	DSA#	YEAR BUILT	AGE	AGE SINCE MOD	HAZ	STRUCT.	FLS	BLDG ADA	ROOF	ENVL	GLAZING	ACOUS.	DAYLITE	HVAC	SITE ADA	SITE UTIL	SECRTY	AESTH.	SUM	PRIORITY FACTORY
010	N	N	Reception	Administration	26925	1966	53	21	1	1	4	4	3	3	4	1	1	4	5	4	4	3	48	20.2
	N	N	Nurse	Nurse	100995	1966	53	21	1	1	1	4	3	3	4	1	1	4	5	4	4	3	42	17.6
	N	N	Conference	Conference	119103	1966	53	21	1	1	4	4	3	1	4	1	4	5	4	4	4	3	50	21.0
	N	N	Principle's Office	Administration		1966	53	21	1	1	1	4	3	3	4	1	1	4	5	4	4	3	42	17.6
	N	N	Workroom	Faculty		1966	53	21	1	1	4	4	3	3	4	1	1	4	5	4	4	3	48	20.2
	N	N	Hall	Circulation/Paper Roll		1966	53	21	1	1	4	4	3	3	1	1	1	4	5	1	1	2	38	16.0
	N	N	Unisex Restroom	Restroom		1966	53	21	1	1	1	4	3	3	4	1	1	4	5	4	1	3	39	16.4
	N	N	Women's Restroom	Restroom		1966	53	21	1	1	1	4	3	1	1	1	1	4	5	4	1	3	34	14.3
	N	N	Kitchen	Kitchen		1966	53	21	1	1	1	4	3	1	1	1	1	4	5	4	4	3	37	15.5
	N	N	Workroom Storage	Storage		1966	53	21	1	1	1	4	3	3	1	1	1	4	5	1	1	3	33	13.9
	N	N	Teacher's Lounge	Faculty		1966	53	21	1	1	4	4	3	3	4	1	1	4	5	4	4	3	48	20.2
	N	N	Electrical Panel	Electrical		1966	53	21	1	1	1	4	3	1	1	1	1	1	5	4	1	3	31	13.0
	N	N	Hall	Circulation		1966	53	21	1	1	4	4	3	3	1	1	1	4	5	1	1	2	38	16.0
	N	N	Office	Psychologist		1966	53	21	1	1	1	4	3	3	4	1	1	4	5	4	4	3	42	17.6
	N	N	Conference	Conference/Library		1966	53	21	1	1	4	4	3	1	1	1	4	5	4	4	4	3	47	19.7
	N	N	Library	Library		1966	53	21	1	1	4	4	3	3	4	1	1	4	5	4	4	3	48	20.2
	N	N	Mechanical	Mechanical		1966	53	21	1	1	1	4	3	3	1	1	1	1	5	4	1	2	32	13.4
	N	N	Large Storage	Music/Table Storage		1966	53	21	1	1	1	4	3	1	1	1	1	1	5	1	1	2	27	11.3
	N	N	Small Storage	Music Storage		1966	53	21	1	1	1	4	3	1	1	1	1	1	5	1	1	2	27	11.3
	N	N	MFR	MFR	41795	1966	53	21	1	1	2	4	3	3	4	1	1	4	5	4	4	3	44	18.5
	N	N	Platform	Platform	101749	1966	53	21	1	1	1	4	3	3	4	1	1	4	5	4	4	3	42	17.6
K20	N	N	Kindergarten A	Classroom	26925	1966	53	21	1	1	4	4	3	3	4	1	3	4	4	4	4	3	49	20.6
	N	N	Restroom 1A	Unisex Restroom	100995	1966	53	21	1	1	1	4	3	1	1	1	1	4	4	4	1	3	33	13.9
	N	N	Restroom 2A	Unisex Restroom	101766	1966	53	21	1	1	1	4	3	1	1	1	1	4	4	4	1	3	33	13.9
	N	N	Restroom 3A	Unisex Restroom	119103	1966	53	21	1	1	1	4	3	1	1	1	1	4	4	4	1	3	33	13.9
	N	N	Kindergarten B	Classroom		1966	53	21	1	1	4	4	3	3	4	1	3	4	4	4	4	3	49	20.6
	N	N	Restroom 1B	Unisex Restroom		1966	53	21	1	1	1	4	3	1	1	1	1	4	4	4	1	3	33	13.9
	N	N	Restroom 2B	Unisex Restroom		1966	53	21	1	1	1	4	3	1	1	1	1	4	4	4	1	3	33	13.9
	N	N	Restroom 3B	Unisex Restroom		1966	53	21	1	1	1	4	3	1	1	1	1	4	4	4	1	3	33	13.9
030	N	N	13	Classroom	26925	1966	53	21	1	1	4	4	3	3	4	1	3	4	5	4	4	3	50	21.0
	N	N	14	Classroom	31782	1966	53	21	1	1	4	4	3	3	4	1	3	4	5	4	4	3	50	21.0
	N	N	15	Classroom	100995	1966	53	21	1	1	4	4	3	3	4	1	3	4	5	4	4	3	50	21.0
					101749																			
					101766																			
					119103																			
040	N	N	16	Classroom	26925	1966	53	21	1	1	4	4	3	3	4	1	3	4	5	4	4	3	50	21.0
	N	N	17	Classroom	31782	1966	53	21	1	1	4	4	3	3	4	1	3	4	5	4	4	3	50	21.0
	N	N	18	Classroom	100995	1966	53	21	1	1	4	4	3	3	4	1	3	4	5	4	4	3	50	21.0
					101749																			
					101766																			
					119103																			
050	N	N	10	Classroom	26925	1966	53	21	1	1	4	4	3	3	4	1	3	4	5	4	4	3	50	21.0
	N	N	11	Classroom	31782	1966	53	21	1	1	4	4	3	3	4	1	3	4	5	4	4	3	50	21.0
	N	N	12	Classroom	100995	1966	53	21	1	1	4	4	3	3	4	1	3	4	5	4	4	3	50	21.0
					101749																			
					119103																			
060	N	N	Girls Restroom	ADA Restroom	26925	1966	53	21	1	1	1	3	3	3	1	4	1	1	5	4	1	3	35	14.7
	N	N	Boys Restroom	ADA Restroom	100995	1966	53	21	1	1	1	3	3	3	1	4	1	1	5	4	1	3	35	14.7
	N	N	21	ELD	101749	1966	53	21	1	1	1	4	3	3	4	4	1	4	5	4	4	3	45	18.9
	N	N	Electrical	Electrical/Kiln/PE	119103	1966	53	21	3	1	1	4	3	3	1	1	1	1	5	4	1	2	36	15.1
LP	N	N	Lunch Pavilion	Dining	111922	2008	11	11				1	4	1	1	1	1	1	5	1	4	3	23	5.1
070	N	N	7	SPED	26925	1966	53	21	1	1	4	5	3	3	4	1	3	4	5	4	4	3	51	21.4
	N	N	8	SPED	31782	1966	53	21	1	1	4	5	3	3	4	1	3	4	5	4	4	3	51	21.4

# FACILITY ASSESSMENT DATA SCORING SHEETS

	N	N	9	SPED	100995	1966	53	21	1	1	4	5	3	3	4	1	3	4	5	4	4	3	51	21.4	
					101749																				
					101766																				
					119103																				
080	N	N	4	Classroom	26925	1966	53	21	1	1	4	4	3	3	4	1	3	4	5	4	4	3	50	21.0	
	N	N	5	Classroom	31782	1966	53	21	1	1	4	4	3	3	4	1	3	4	5	4	4	3	50	21.0	
	N	N	6	Classroom	100995	1966	53	21	1	1	4	4	3	3	4	1	3	4	5	4	4	3	50	21.0	
					101749																				
					101766																				
					119103																				
090	N	N	1	Classroom	26925	1966	53	21	1	1	4	4	3	3	4	1	3	4	5	4	4	3	50	21.0	
	N	N	2	Classroom	31782	1966	53	21	1	1	4	4	3	3	4	1	3	4	5	4	4	3	50	21.0	
	N	N	3	Classroom	100995	1966	53	21	1	1	4	4	3	3	4	1	3	4	5	4	4	3	50	21.0	
					101749																				
					101766																				
					119103																				
100	N	N	Girls Restroom	Restroom	26925	1966	53	21	1	1	1	5	3	3	1	4	1	1	5	4	1	3	37	15.5	
	N	N	Boys Restroom	Restroom	100995	1966	53	21	1	1	1	5	3	3	1	4	1	1	5	4	1	3	37	15.5	
	N	N	22	Speech/Language	101749	1966	53	21	1	1	1	4	3	3	4	4	1	4	5	4	4	3	45	18.9	
	N	N	Mechanical	Mechanical	119103	1966	53	21	1	1	1	4	3	3	1	1	1	1	5	4	1	2	32	13.4	
19	N	Y	19	Computer Lab	105005	1999	20	20	1		3	4	4	3	4	4	1	1	5	4	4	4	51	20.4	
20	N	Y	20	STEM Lab	119103	1999	20	20	1		4	4	4	3	4	4	1	1	1	5	4	4	3	52	20.8
Parking	N	N	Parking	Parking	22244	1962	57	20	1	1	1.0				1	1	1	1	4	1	4	3	27	10.8	

# MOUNTAIN VIEW ELEMENTARY SCHOOL SITE MEETING



Goleta Union School District  
Facilities Master Plan  
PMSM #018194.01

## SITE MEETING # 1 MINUTES

DATE: March 20th, 2019  
TIME: 3:30/5:30pm  
LOCATION: Mountain View Elementary School  
RE: Site/Community Meeting

PRESENT: Rosa Alvarado, 19six Architects  
Roland Flores, 19six Architects

### STAFF MEETING

Kaeley Christensen, Library Media Specialist  
Karen Neuenschwander, RN/School nurse  
Cintya Diaz, Special Ed. Teacher  
Rebecca Ito, Speech-Language Pathologist  
Lea Behlman, School Psychologist  
Joanna Lauer, Principle

### COMMUNITY MEETING

Kevin Hanson, Parent  
Nate Christensen, Parent  
Carin Ezal, Trustee  
Luz Reyes-Martin, Trustee

### I. Introductions

### II. Process Overview

### III. Education Specifications

#### A. STEM/STEAM

1. Space upgraded – nice good size
2. Program on campus currently in a portable
3. Converting to Maker space

#### B. Community

1. 7 day a week use of the site by the community
2. Occasional MPR use

#### C. New program areas

1. Garden – make it accessible
  2. Explore ecology program
  3. Afterschool Enrichment
    - a. 8-10 Programs
    - b. Offered quarterly
  4. Possible "Maker" Space stations
- D. Technology needs
1. Blended model for computers – hub; the more exposure the better

### IV. Instructional Space Needs / Desires

#### A. Regular Classroom

1. Flexibility
2. Collaborative "pop up" space
3. Group meeting and individual desk work
4. Need "central meeting" space
5. Community space accessible to a group of classrooms or entire school
6. Aesthetic environment of classroom – color
7. Enough space for small group teaching
8. Acoustical/proximity issues
9. Open community space
10. Movable/mutable furniture
11. Storage – general, special programs, music
12. Power connectivity from above

#### B. Kindergarten

#### C. Art

1. Has designated space, but shared with student programs
2. Art enrichment

#### D. Technology

1. Computer stations or hubs in lieu of traditional computer lab
2. Blended approach to technology access
3. "Tech center" not computer lab
4. Greater technology demands for library
5. Bookshelf storage
6. Poor wifi on campus
7. One monitor is sufficient for classrooms

#### E. Music

1. MPR needs designated space for storage

#### F. Physical Education / Playgrounds

1. Blacktop is in horrible condition
2. Lawn is in bad shape – gopher ridden
3. Track – "hill" needs improvement
4. Accessible or dedicated play areas/structures for special needs
5. Area for tactile, unorganized play

# MOUNTAIN VIEW ELEMENTARY SCHOOL SITE MEETING

- 6. Nature based, interactive
- 7. Designated track/running area
- 8. Irrigation maintenance
- 9. Needs accessible play structure
- 10. Exploratory opportunities – too static
- 11. "The Hill" is an issue but provides so much opportunity
- 12. Sensory/adventurous interactive play
- G. Outdoor Classroom
  - 1. Alternative outdoor seating/lunch area
  - 2. Outdoor teaching area, eg. Ellwood school
  - 3. Garden needs to be more accessible
    - a. Too small to grow trees
    - b. Too tucked away
- H. Science
- I. Drama
  - 1. Stage in MPR
- J. Special Education
  - 1. Dedicated restroom?
  - 2. "Life skills" spaces, ie. Kitchenette
  - 3. Safe zones in playground
- V. Support Services Needs / Desires
  - A. Administration
    - 1. Possibly convert current Computer lab to offices
    - 2. Signage – Hard to find
    - 3. +-350 enrollment
    - 4. Acoustical isolation, white boards
    - 5. Waiting area
    - 6. Music, PE, new upcoming curriculum
    - 7. Visibility of it on campus
    - 8. Nurse station is spatially inadequate
      - a. Confidentiality
      - b. Space for "vision test" 10'-0"
      - c. Only one cot, currently
    - 9. Storage - in general is an issue
    - 10. Sound proof meeting rooms
    - 11. Adult collaboration space
    - 12. Office/confidential space
    - 13. Student computer files (storage)
  - B. Counseling
  - C. Library / Media Center
    - 1. In general spaces are "boring" but library has been made very special
    - 2. Library should offer more than quiet space – it's evolving from traditional

- D. Multipurpose / Cafeteria
  - 1. Concerns of kids eating on grass – suggest tables
  - 2. Don't have a cafeteria designated for eating
  - 3. Need inviting eating areas
  - 4. Accessibility issues
  - 5. Sound system
  - 6. Thermal comfort issues in MPR
  - 7. Additional/expanded outdoor lunch areas for formal dining (social skills)
  - 8. Designated areas adjacent to popular areas of campus - ease of monitoring
  - 9. Chair storage
  - 10. Acoustical/sound and lighting issues
  - 11. Hot and no HVAC
  - 12. Stage is an issue
- E. Food Services
- F. Restrooms
  - 1. Not in good quality
  - 2. Student restrooms adjacent to playground
  - 3. Staff restroom needs upgrades
- G. Maintenance & Operations
- VI. Site / General Needs / Desires
  - A. Entry / 'Front Door'
    - 1. Inviting entry/signage at front office
    - 2. Entry point visibility
    - 3. Map (orientation) at entrance
    - 4. Pathway to office
  - B. Security
    - 1. Have security cameras
    - 2. People bringing in their dogs and children getting bit or chased
    - 3. Hill on campus, near fence, too accessible to students
    - 4. More signage to prevent dog-walking
    - 5. Community field use
    - 6. Principal doesn't feel safe in her office
  - C. Sustainability
    - 1. Solar panel shade structure– district looking into it
    - 2. Reclaimed water is not available within this area
    - 3. Beautification project not irrigated
  - D. Acoustics
    - 1. Acoustical issues between offices, student support spaces and other spaces
  - E. HVAC / Thermal Comfort
    - 1. AC in MPR or classrooms – operational budget to area it needs to be
    - 2. Building envelope upgrades
    - 3. New windows

# MOUNTAIN VIEW ELEMENTARY SCHOOL SITE MEETING



Goleta Union School District  
Facilities Master Plan  
PMSM #018194.01

## FACILITIES SITE MEETING # 1 MINUTES

DATE: May 29th, 2019  
TIME: 8:00am  
LOCATION: Mountain View Elementary School  
RE: Facility Site Meeting

PRESENT: Martin Hartmann, 19six Architects  
Cynthia Diaz, 19Six Architects  
Robert Matherly, GUSD MOT Director

- I. Building Envelope, Interiors and Programs
  - A. Conference room meeting spaces in the have no windows, natural light or air circulation
  - B. Librarian has overfill into adjacent conference room that becomes an issue when she needs access to books and there is a meeting or event going on in the conference room
  - C. School psychologist says her room is too small for a group session of six students and sometimes has to use the conference room next door or find another venue. Suggested that she be moved to the portable were the computer lab, room 20, is since it is underutilized with children who are using Chrome books and iPads in classrooms now
  - D. Principle would like quicker access to escape outside; possibly remove old HVAC closet adjacent to her office and put in a door
  - E. Staff restrooms are not accessible and too far for staff at end of campus
  - F. Stage does not have lift; not accessible and needs stripping on steps
  - G. The only complete ADA restroom stall, with changing table, is in the Girls Restroom in building 060 and is further from the Special Education classrooms. Possibly relocate the girls ADA stall from 060 to Building 100 and put in an ADA stall for the boys restroom also in Building 100.
  - H. Special Education staff expressed an ADA restroom inside their building would be ideal as it is at Hollister for the Special Education program. Says it takes two staff members to be in her classrooms at all times so one can take students to the restroom
  - I. ELD/Math/Reading Intervention staff said she would like some noise mitigation from her door that is facing the play, eating areas and in the wall from flushing toilets next door
  - J. Kiln in mechanical closet with storage has only one sprinkler that is on the other side of HVAC ducting
  - K. Lunch shade structure needs permanent and durable roof as the fabric roof will eventually tear and need replacement

- 4. Insulation
- 5. Need better system
- 6. Hot spot for 'structured' eating
- F. Electrical Power
- G. IT / Data
  - 1. Issues
- H. Daylighting
  - 1. Good
  - 2. Classroom 14 gets very dark
- I. Ventilation
  - 1. No cross ventilation
  - 2. Stuffy in meeting room – district is adding fans
- J. Restrooms
  - 1. Accessibility issue
  - 2. Gender neutral restroom
- K. Vehicle circulation / drop-off
  - 1. Dedicated bike area
- L. Parking
  - 1. Lacking staff parking (16-17 now)
  - 2. Signage to accommodate number of staff
- M. Bus drop-off
  - 1. Red zone in front of school
  - 2. Gen Ed (1) bus
  - 3. Special Ed (2) buses
- N. Pedestrian Circulation
  - 1. No gutters or covered walkways
  - 2. Accessibility issues throughout
    - a. District accessibility program(s) located at Mountain View
  - 3. Connections between buildings unsheltered from elements
  - 4. Roof drainage (no gutters)
- O. HAZMAT

Closing / Follow up

# MOUNTAIN VIEW ELEMENTARY SCHOOL SITE MEETING

- L. Replace portables with permanent structure or full renovation. Flooring currently bending in STEAM lab, room 19, due to install of large and heavy science lab tables. Portable flooring load not meant for that. Computer lab needs renovation for aesthetics throughout
- M. Narrow hallways in administration building 010 with not enough door clearances
- N. Heater door blocked in workroom
- O. Curtain operation and thresholds in MPR are not accessible
- P. ADA restroom needed in Kindergarten classrooms
- Q. Best teacher's lounge in district but upgrades needed
- R. Standardize door hardware system
- S. Re-carpeting throughout all classrooms and offices
- T. Termite, Carpenter Bee and gopher infestation
- U. Switch out cloth tack-board for vinyl tack-board
- V. Custodial sinks need water resistant wall finishes around sinks
- W. All classroom and administration sinks are not accessible
- X. Exposed gas pipes in classrooms
- Y. Asbestos popcorn ceiling throughout entire campus needs to be removed
- Z. Casework throughout entire campus needs renovation or replacement
- AA. Some gutters installed but old and don't drain to storm drain inlet
- BB. Door replacement more primary than window replacement
- CC. Roofing at this school is better than others with sloping-asphalt shingle roofing
- DD. District does not have keys to storage next to building 100
- EE. Best view from front office to entrance of the school

## II. Site, Circulation and Safety

- A. Swing set box just replaced pressure treated frame within the last two years, but needs a long term frame like concrete or plastic
- B. Blacktop resurfacing
- C. Playground flooring and structure renovation
- D. ADA parking stall renovation
- E. Entry slope is not ADA compliant and overgrown tree roots are lifting the concrete walkway; ADA ramp or signage needed away from this slope
- F. Floods and earth run off on short retaining wall against slope
- G. Rodent infestation in Kinder yard storage due to gap at bottom of doors
- H. Fence needs updating
- I. Exit signage needed in all exterior doors in all buildings
- J. Site signage for ADA restrooms
- K. Lighting for dark areas with dawn/dusk system
- L. Most trees are in good location, away from buildings and walkways
- M. Baseball fields are just used for practice
- N. Some planter areas recently redone by parents

## III. Systems

- A. Plumbing supply upgrades needed
- B. Remove and replace all clocks to have both digital and analog
- C. All drinking fountains/water fill stations need to be updated to ADA standards
- D. All classrooms need a dedicated computer charging storage with appropriate electrical support and lock safety
- E. Brittle plastic chases/conduit. Prefer metal
- F. Electrical upgrades needed
- G. There's enough power on this campus to operate ACs
- H. Robert M. would like switches for exterior lights also - maybe?
- I. Mechanical is done by contractor Ralph Murillo



## 2020 FACILITY NEEDS PROJECT LIST

Roofing Replacement, per Roofing Assessment Report

Parking / Circulation Improvements

Solar Parking Shade Structure with Solar Battery Storage and E-Vehicle Charging Stations

New Shade Structure in Kindergarten Yard

New Shade Structure in Large Playground

Modernize Existing Classrooms, Administration, & Support with Furniture

New 2,000 sq.ft. Library / Media / STEAM Center

New Classroom Pod - Three (3) Classrooms

New Portable Classroom for After-School Program

Infrastructure Improvements

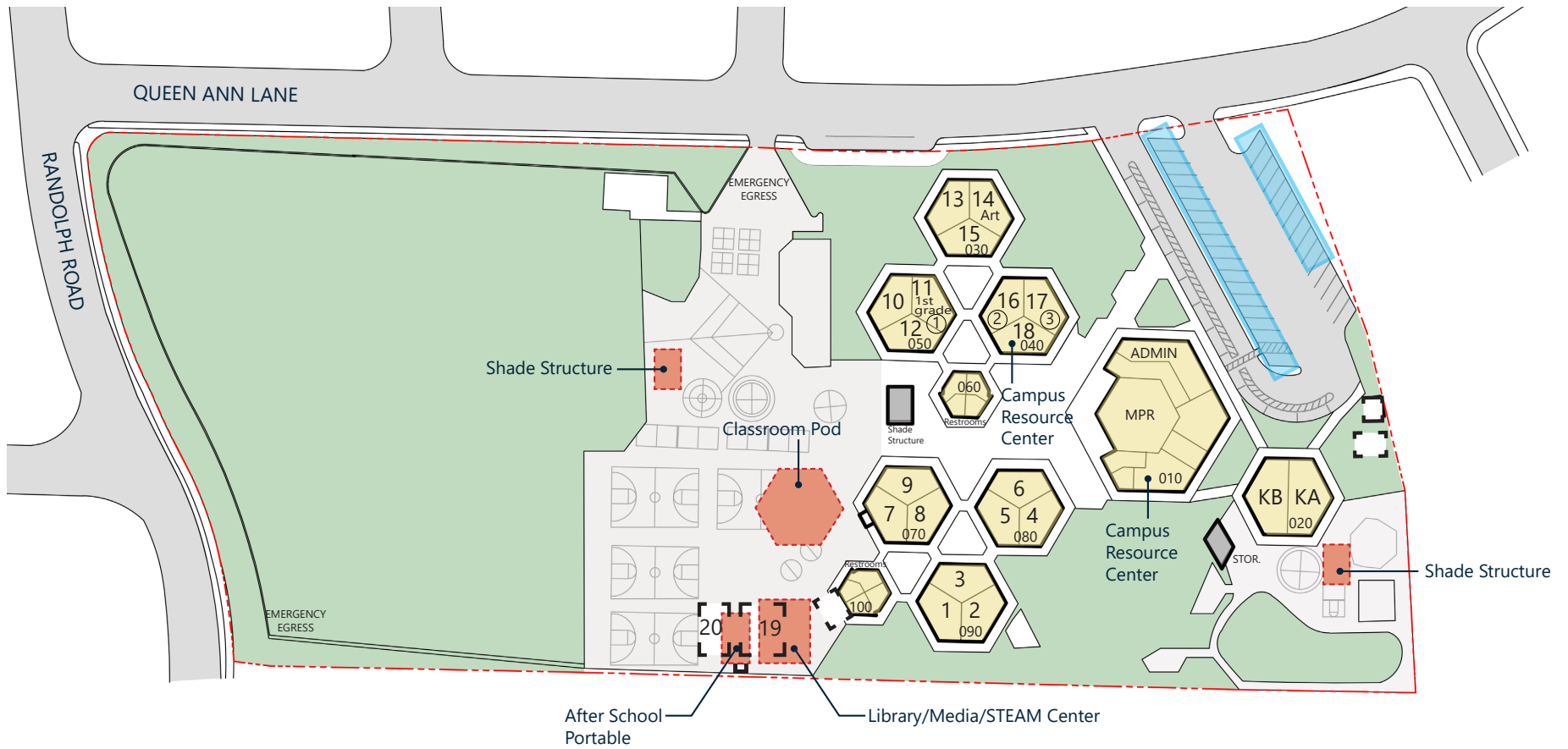
Demolition of Six (6) Portable Buildings

Pavement Improvements per Paving Assessment Report

New Heating, Ventilation and Air Conditioning System

Exterior LED Site Lighting

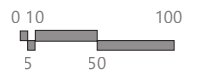
# CONCEPT SITE PLAN



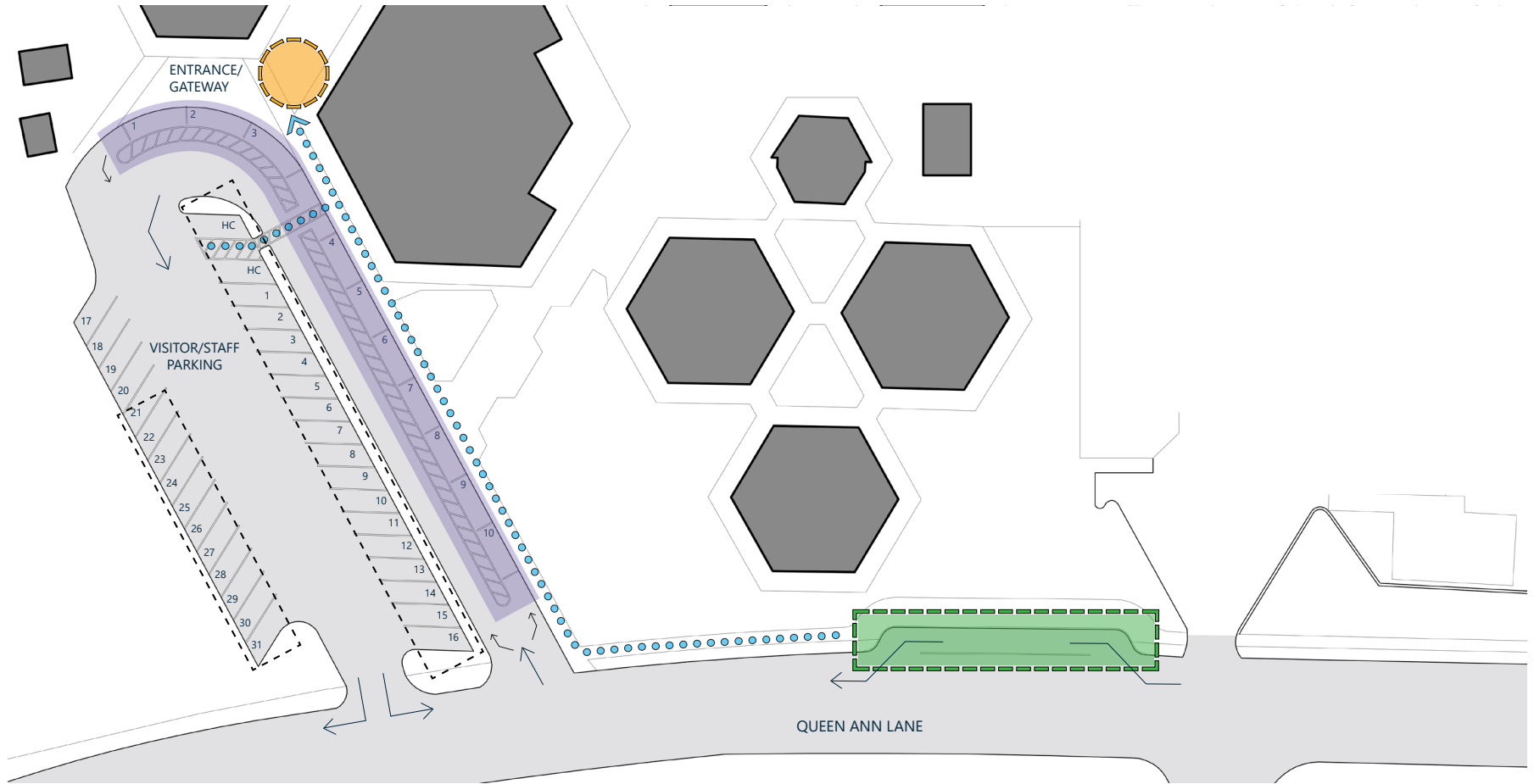
## LEGEND

- Existing Structures
- Removed (E) Portable Structure
- Modernization
- New Construction
- Solar Parking Shade Structure (6,700 sq.ft. total)
- XXX Building Number\*
- XX Room Number\*
- \*See Facility Assessment Scoring Sheet for further information
- ⓧ Numbered Note

- ① The after school program in room 11 will be relocated to the portable
- ② 1st grade class from room 16 can be moved into room 11, to allow room 16 and 17 as a combined Campus Resource Center
- ③ 1st grade class in room 17 to be relocated into new Classroom Pod

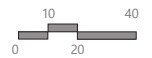


# CONCEPT CIRCULATION SITE PLAN



## LEGEND

- Modified Drop Off Lane
- Proposed Bus Drop Off
- Pedestrian Circulation
- Existing Entrance/ Gateway
- Solar Panel Structure Above





GOLETA UNION SCHOOL DISTRICT  
DISTRICT OFFICES



# DISTRICT OFFICES



# EXECUTIVE SUMMARY

## SITE

The District Offices are located in the Jack Kramer Administration Center ("Center") buildings at 401 North Fairview Ave, Goleta, CA. The Center is bounded, to the north, by religious community properties on Stow Canyon Road; to the west by Las Vegas Creek and private road, Barling Terrace, and the south by residential multi-family blocks, along Berkeley Road and Ashley Place, respectively. The site is a relatively rectangular, 9.8-acre site. The site's long axis is in the east-west direction, parallel to Stow Canyon Road. The site is also the home of the Montessori Center School of Santa Barbara as they have been leasing the back of the property for about twenty years.

The Center is comprised of five buildings, which are generally located at the eastern half of the site, towards North Fairview Ave. Four buildings are permanent structures and one is a portable structure. The permanent buildings are rectangular shaped structures, arranged into four groups off-set from each other and connected by a colonnade axis. Cumulatively, the four buildings house the District Offices, pre-school classrooms, district central kitchen, warehouse, board meeting room, support spaces and SELPA offices (Special Education Local Plan Area). The one portable structure is located immediately to the west of the central kitchen. The Montessori Center is located on the western portion of the site in portables since 1998.

The area for the pre-school's blacktop and play structures is bounded along its northern edge property fence and the pre-school classroom buildings. There are no recreational fields for the pre-school. The Montessori Center playgrounds and recreational fields are located on the north west corner of the site bounded by the property fence and the portables that house the Montessori Center.

A passenger drop-off, staff and visitor parking lot are located at the eastern corner of the site, directly off of North Fairview Avenue, and at the center of the site between the Jack Kramer buildings and the Montessori Center campus. There is an accessible path of travel between the parking lot and the Center main and south side entrance, defined by pavement striping, sidewalk ramps and a sidewalk. There are five accessible parking stalls: three van stalls and two car stalls. Three of the stalls are immediately adjacent to the path of travel. The Montessori Center has three accessible parking stalls, two van and one car stall with only one path of travel for one of the van stalls.

## BUILDINGS

The Jack Kramer Administration Center was originally Fairview Elementary School. Fairview Elementary School was built in 1961 with only three buildings consisting of three classroom buildings and administration offices. In 1965, Building M, multi-purpose, kitchen and library, was built. Building M is now the central kitchen and warehouse that serves the entire district. The school closed in 1976, due to drop in enrollment, and the District Offices relocated to the Fairview campus, from their original offices at the Goleta Union School building, in 1978. In 1980, one of the classroom buildings, Building 1, was remodeled to accommodate the District Offices and was then named after Director of Facilities, Jack H. Kramer. In 1984, Building 1 received structural renovations by foundation strengthening. Building 2 eventually became partially occupied by the Waldorf School who made interior modifications to the classrooms, to then be occupied by the SELPA offices. The GUSD pre-school classrooms now occupy the northern half of Building 2. SELPA will be moving out in the summer of 2019 and the offices will be occupied by the District Office staff. The construction of all original buildings, consists entirely of a wooden exterior, exposed wooden overhangs and fascia, and single-pane and louvered windows. The one and only portable occupied by the District Offices is over twenty-five years old and is in dire need of structural, exterior, interior modifications and accessibility upgrades. The Montessori Center portables were not analyzed at the time of this site visit.

All of the original buildings are connected and protected by a Gable roof with an extended flat overhang supported by a colonnade. The roof is in major need of repair. There is evidence of roof leaks, puddling and spillage throughout the site. Replacement of the entire roof with proper drainage is necessary.

Termites are causing issues throughout the center that includes damage to: exterior interior wood finishes, window trim and framing; and door trim and framing. Currently, district-wide green-campus measures for addressing termites have not been effective.

Building 1 is in need of a structural review. Cracks along joints, opening and from beams are evident on just about every wall that could be a cause for concern. It is not clear if the cracks were present before or after the foundation strengthening in 1984.

All pathways from the public right-away(s) to, from and within the Center need to comply with current American Disabilities Act requirements and Fire Life Safety standards. All accessible pathways require requisite ADA compliant signage and (emergency) egress

# EXECUTIVE SUMMARY

## BUILDINGS (CONTINUED)

points need to be visually designated, accordingly. There are currently student and staff ADA restrooms that are in need of modifications and upgrades to be compliant.

All Center door hardware lock and unlock from their exterior side. Therefore, each door has a Lock-Block in case of a shooter-related intruder. Visibility is also a concern from the main District Offices out to the main entrance that also serves as the pre-school drop-off/pick-up and parking lot. A redesign of the main entrance to the District Offices could provide a new point of entry and formal reception as expressed by staff.

## PROGRAM SPACES

The Center is the location of the district's central kitchen that serves over eight-hundred breakfast meals, nineteen-hundred lunch meals, and over four-hundred snacks per day. The staff expressed the need for more working surfaces with possibly adding counter top and sinks in the current staging area. More freezer and refrigerator spaces is needed and protected from weather. They need a better loading transition from staging area and truck access to roll carts into the truck.

The Center is also the location of the district's main warehouses. Originally, the warehouse was the MPR for Fairview school. The space houses high racks with heavy supplies. The building was not originally designed to take such loads of such racks and the lift equipment. Cracks in the foundation were evident due to the loads and the building should be considered for structural, fire and seismic safety review as none of the racks are anchored down. Maintenance staff expressed the desire to relocate the warehouse supplies and equipment to MOT as they find it inefficient to be separated from their other storage and warehouse spaces. The kitchen staff expressed the convenience it would be for the warehouse to relocate and the kitchen can expand into that part of the building.

Staff at this campus have expressed the desire for additional/supplemental program spaces as well as the modernization of existing facilities. For a more detailed list of desired spaces, please refer to the Site Meeting Minutes in this section and the appendix in this document.

## BUILDING SYSTEMS

### HVAC:

When the classrooms were remodeled to accommodate the District Offices in 1980, the mechanical system was overlooked. The spaces are heated by gas-fired, forced air units (FAU). Staff expressed the dysfunctional heating distribution with the thermostat in one room and it either being over heated in one office, and under heated in the adjacent offices. Each classroom has an FAU that is individually controlled. Indoor thermal comfort during warm weather is generally poor/unpleasant on the campus due to poor natural ventilation provided by nonfunctional, operable windows and a lack of air conditioning.

### Plumbing:

There are no references to plumbing infrastructural upgrades in the past. Therefore, plumbing infrastructural upgrades up to and within the campus need to be completed. The central kitchen cannot use main sink for washing due to the floor sink and sewage line. The campus does not have clean-outs and there is a general issue of calcification build up occurring on the campus.

### Electrical:

There are also no references to electrical infrastructural upgrades in the past. Currently, the electrical infrastructure is limited and of poor quality. The offices and pre-school's curriculum now encompasses new technologies, e.g. Chrome Books or iPads – that require updated and modern infrastructure. Therefore, electrical infrastructural upgrades up to and within the Center need to be completed.

### Technology:

#### District Wide Needs:

1. Additional bandwidth needs- the schools are currently on 200 Internet Mbps service. Their needs tend to increase 30 to 40 percent per year. Additionally, they are annually challenged with movement of 1:1 devices from grade level/classroom to new grade level/classroom. They also are faced with staffing challenges to maintain all devices and service requests as well as to keep up with data management and new system implementation requests.
2. Their LAN Fiber optic backbones are OM1 and limited to 1 Gbps. They are currently

# EXECUTIVE SUMMARY

## BUILDING SYSTEMS (CONTINUED)

upgrading their LAN fiber optic backbones to Single mode fiber optic cables.

### 3. Site issue:

- Charging stations for student devices are less than ideal. They are difficult to wire and often poorly placed. AC Circuit capacity is a concern
- Some of their IDFs are poorly placed (in ceilings, in cabinets in classrooms, in bathrooms)
- Power backups for critical network equipment is inadequate in some places
- The clock and bell system and intercom/paging system is antiquated and needs to be replaced with a new updated system
- The fire alarm system is antiquated at all school sites and the district office. This is a project in place. However, MOT may need a better fire alarm system at some point
- They need better HVAC controls that can be centrally managed
- Ethernet switches need to be upgraded to POE models (which is part of our Erate plan for next year)
- Computer labs need to be reconfigured into new learning spaces possibly as STEAM labs
- Lighting controls for outside lightning need to be upgraded to centrally managed units
- Copper cabling to the classrooms is adequate - consisting of 6 -10 category 5e network drops per classroom - at some point these will be removed and replaced with 4-6 Cat 6a network drops per classroom

4. The district has managed to ensure most educational programs can function with technology and adjust infrastructure and device needs accordingly. Educators are faced with data needs to evaluate students and focus on instruction. They are struggling to keep up with those data needs due to limited staff and many needs.





GOLETA UNION SCHOOL DISTRICT  
DISTRICT OFFICES

## 2020 FACILITY NEEDS PROJECT LIST

Roofing Replacement, per Roofing Assessment Report

Parking / Circulation Improvements

Solar Parking Shade Structure with Solar Battery Storage and E-Vehicle Charging Stations

Modernize Existing Classrooms, Administration, Central Kitchen, & Support with Furniture

Infrastructure Improvements

New Portable for Information Technology (IT) Department

Demolition of One (1) Portable Building

New Loading Ramp and Platform for Central Kitchen

Pavement Improvements per Paving Assessment Report

New Heating, Ventilation and Air Conditioning System

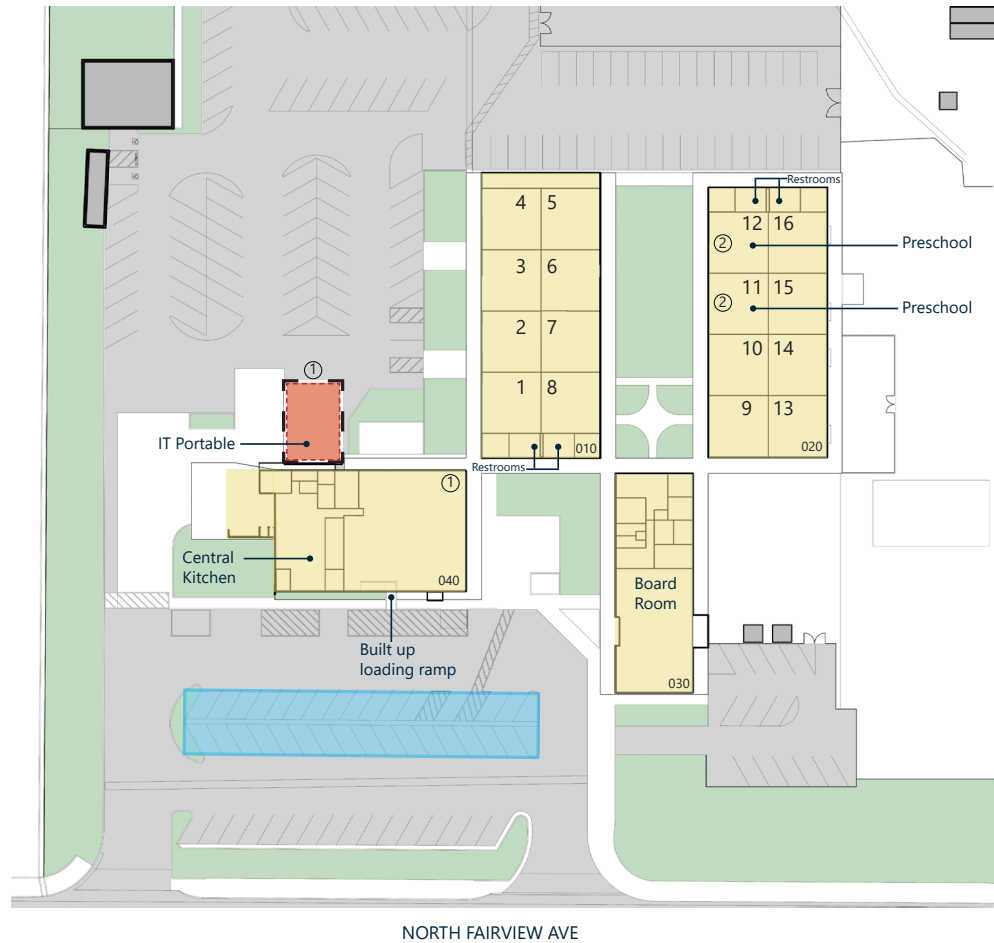
Exterior LED Site Lighting

menu



EXE  
zoom

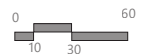
# CONCEPT SITE PLAN



## LEGEND

- Existing Structures
- New Construction
- Removed (E) Portable Structure
- Solar Parking Shade Structure (4,800 sq.ft. total)
- Modernization
- XXX Building Number\*
- XX Room Number\*
- \*See Facility Assessment Scoring Sheet for further information
- Ⓛ Numbered Note

- Ⓛ All warehouse and book storage to be relocated to new Maintenance Operations and Transportation site. Combine these spaces for the Central Kitchen to utilize as dry storage, meal staging, and loading
- Ⓛ IT to be relocated to new portable and rooms 11 & 12 converted into preschool rooms



# FACILITY ASSESSMENT DATA SCORING SHEETS

This worksheet establishes data for determination of priority projects across a campus or district wide level. Please note that the findings in this spreadsheet are based on the architect's field observations only. In the event any hazardous, structural, or fire and life safety discrepancies are witnessed by the architect, the district may be required to conduct additional testing or research to ensure the safety of the students, staff, and community. The architect will report any findings of this nature to the district.

Rating Key		1-5
1=	no repair necessary	6-10
2=	cosmetic repair necessary	11-15
3=	preventative maintenance necessary	16-20
4=	repair necessary	21-25
5=	repair necessary for use past 2 years	26+
6=	major repair needed for immediate continued use	

BUILDING	RELO (Y/N)	MODULAR (Y/N)	ROOM	USE	DSA#	YEAR BUILT	AGE	AGE SINCE MOD	HAZ	STRUCT.	FLS	BLDG ADA	ROOF	ENVL.	GLAZING	ACOUS.	DAYLITE	HVAC	SITE ADA	SITE UTIL	SECRTY	AESTH.	SUM	PRIORITY FACTORY
010	N	N	1	Office	21266	1961	58	35	1	2	4	4	4	3	4	1	1	4	4	4	4	3	50	35.0
	N	N	2	Human Resources	42823	1961	58	35	1	2	4	4	4	3	4	1	1	4	4	4	4	3	50	35.0
	N	N	3	Pupil Services	45489	1961	58	35	1	2	4	4	4	3	4	1	1	4	4	4	4	3	50	35.0
	N	N	4	Instructional Services		1961	58	35	1	2	4	4	4	3	4	1	1	4	4	4	4	3	50	35.0
	N	N	5	Conference room		1961	58	35	1	2	4	4	4	3	4	1	1	4	4	4	4	3	50	35.0
	N	N	6	After school		1961	58	35	1	2	4	4	4	3	4	1	1	4	4	4	4	3	50	35.0
	N	N	7	IT		1961	58	35	1	2	4	4	4	3	4	1	1	4	4	4	4	3	50	35.0
	N	N	8	Fiscal Services		1961	58	35	1	2	4	4	4	3	4	1	1	4	4	4	4	3	50	35.0
	N	N	Women's Restroom	Restroom		1961	58	35	1	1	1	4	4	3	4	1	1	1	4	4	1	3	36	25.2
	N	N	Men's Restroom	Restroom		1961	58	35	1	1	1	4	4	3	4	1	1	1	4	4	1	3	36	25.2
	N	N	Storage	PE Storage		1961	58	35	1	1	1	4	4	4	1	1	1	1	4	1	1	2	30	21.0
020	N	N	9	Mail/Duplicating	21266	1961	58	35	1	2	4	4	4	3	4	3	1	1	4	4	4	4	50	35.0
	N	N	10	Special Ed Therapist		1961	58	35	1	2	1	4	4	3	4	4	1	4	4	4	4	3	47	32.9
	N	N	Office	Office/Counseling		1961	58	35	1	2	1	4	4	3	4	4	1	4	4	4	4	3	47	32.9
	N	N	11	Counseling/offices		1961	58	35	1	2	4	4	4	3	4	4	4	4	4	4	4	3	56	39.2
	N	N	(NW) Office	Office/Counseling		1961	58	35	1	2	1	4	4	1	1	4	4	4	4	4	4	3	45	31.5
	N	N	(NE) Office	Office/Counseling		1961	58	35	1	2	1	4	4	1	1	4	4	4	4	4	4	3	45	31.5
	N	N	(SE) Office	Office/Counseling		1961	58	35	1	2	1	4	4	3	4	1	1	4	4	4	4	3	44	30.8
	N	N	12	SELPA office/conf.		1961	58	35	1	2	4	4	4	3	4	4	1	4	4	4	4	3	53	37.1
	N	N	(N) Office	Office		1961	58	35	1	2	1	4	4	3	4	4	4	4	4	4	4	3	50	35.0
	N	N	(S) Office	Office		1961	58	35	1	2	1	4	4	3	4	4	4	4	4	4	4	3	50	35.0
	N	N	13	Preschool		1961	58	35	1	2	4	4	4	3	4	4	1	4	4	4	4	3	53	37.1
	N	N	14	Preschool		1961	58	35	1	2	4	4	4	3	4	4	1	4	4	4	4	3	53	37.1
	N	N	15	Preschool		1961	58	35	1	2	4	4	4	3	4	4	1	4	4	4	4	3	53	37.1
	N	N	16	Preschool		1961	58	35	1	2	4	4	4	3	4	4	1	4	4	4	4	3	53	37.1
	N	N	Custodial Closet	Custodian		1961	58	35	1	1	1	4	4	3	1	1	1	1	4	4	1	2	32	22.4
	N	N	Girl's Restroom	Restroom		1961	58	35	1	1	1	4	4	3	1	1	1	4	4	4	1	3	36	25.2
	N	N	Boy's Restroom	Restroom		1961	58	35	1	1	1	4	4	3	1	1	1	4	4	4	1	3	36	25.2
030	N	N	Board Room	District Board meetings	21266	1961	58	35	3	2	2	4	4	4	4	1	1	4	4	4	4	2	50	35.0
	N	N	Restrooms	Not in use		1961	58	35	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	11.9
	N	N	Lounge	Teacher's Break room		1961	58	35	1	2	2	4	4	3	4	1	1	4	4	4	4	3	46	32.2
	N	N	Kitchen	Teacher's Break room		1961	58	35	1	2	2	4	4	3	4	1	1	4	4	4	4	3	46	32.2
	N	N	(E) Unisex RR	Restroom		1961	58	35	1	1	1	4	4	3	1	3	1	4	4	4	1	3	38	26.6
	N	N	(W) Unisex RR	Restroom		1961	58	35	1	1	1	4	4	3	1	1	1	4	4	4	1	3	36	25.2
	N	N	Hallway	Circulation		1961	58	35	1	1	2	4	4	3	1	1	1	4	4	1	1	3	35	24.5
	N	N	Storage	Storage		1961	58	35	1	2	1	4	4	3	1	1	1	1	4	1	1	2	31	21.7
	N	N	SELPA office	Administrative		1961	58	35	1	2	2	4	4	3	4	1	1	4	4	4	4	3	46	32.2
	N	N	SELPA office	Office		1961	58	35	1	2	1	4	4	3	4	1	1	4	4	4	4	3	44	30.8
	N	N	SELPA office	Office		1961	58	35	1	2	1	4	4	3	4	1	1	4	4	4	4	3	44	30.8
	N	N	SELPA office	Office		1961	58	35	1	2	1	4	4	3	4	1	1	4	4	4	4	3	44	30.8
	N	N	SELPA office	File Storage		1961	58	35	1	2	1	4	4	3	4	1	1	4	4	1	4	3	41	28.7
040	Y	N	Warehouse	Warehouse	24597	1965	54	35	4	4	4	4	4	4	4	1	1	4	4	4	4	3	61	42.7
	N	N	Central Kitchen	Cooking and Meal Prep		1965	54	35	1	1	2	4	4	4	4	3	1	4	4	4	4	3	47	32.9
	N	N	Dry Storage	Dry food storage		1965	54	35	1	4	4	4	4	4	4	1	1	4	4	1	4	2	51	35.7
	N	N	Office	Office		1965	54	35	1	1	4	4	4	3	4	1	1	4	4	4	4	3	48	33.6
	N	N	Lounge/office	Cafeteria Staff Lounge		1965	54	35	1	1	1	4	4	3	1	1	1	4	4	4	4	3	39	27.3
	N	N	Storage	Cafeteria supply/custodial		1965	54	35	1	1	1	4	4	4	1	1	1	4	4	4	1	2	36	25.2
	N	N	Hallway	Food staging for loading		1965	54	35	1	2	4	4	4	3	1	1	1	4	4	1	4	2	43	30.1
	N	N	Hallway 2	Food staging for loading		1965	54	35	1	2	1	4	4	3	1	1	1	4	4	4	1	2	37	25.9
	N	N	Kitchen	Kitchen		1965	54	35	1	2	2	4	4	4	4	1	1	4	4	4	4	3	47	32.9

# FACILITY ASSESSMENT DATA SCORING SHEETS

	N	N	Storage	Tray Storage		1965	54	35	1	1	1	4	4	4	1	1	1	4	4	1	1	2	33	23.1
	N	N	Locker room	Staff storage		1965	54	35	1	1	1	4	4	3	1	1	1	4	4	4	4	3	39	27.3
	N	N	Unisex RR	Staff Restroom		1965	54	35	1	1	1	4	4	3	1	1	1	4	4	4	1	3	36	25.2
	N	N	Custodial Closet	Custodian		1965	54	35	1	1	1	4	4	3	1	1	1	4	4	4	1	2	32	22.4
	N	N	Kitchen Office	Office		1965	54	35	1	1	1	4	4	4	4	1	1	4	4	4	4	3	43	30.1
	N	N	Refrigerator	Refrigeration		1965	54	35	1	1	1	4	4	1	1	1	1	4	4	4	4	3	34	23.8
	N	N	Freezer	Freezer		1965	54	35	1	1	1	4	4	1	1	1	1	4	4	4	4	3	34	23.8
18	N	Y	18	Classroom Book storage		>2002	> 17	35	4	4	1	5	4	3	4	1	1	4	4	1	4	3	52	36.4





GOLETA UNION SCHOOL DISTRICT  
MAINTENANCE, OPERATIONS &  
TRANSPORTATION



GOLETA UNION SCHOOL DISTRICT

# MAINTENANCE OPERATIONS & TRANSPORTATION



# EXECUTIVE SUMMARY

## SITE

The Maintenance Operations and Transportation facility (MOT) is located at 5669 Hollister Avenue, Goleta, CA. The MOT is bounded, on the west, by the Goleta Valley Community Center, the south by the San Jose Creek and a storage facility, and to the east by a hotel and a multi-family residential complex. The site is relatively rectangular, taking up only about a less than a-third of the 9.8-acre community center's property. The site's long axis is in the north-south direction, parallel to South Kellogg Avenue.

The facility is comprised of ten buildings, which are generally located at the eastern half of the site. Four buildings are permanent structures and six buildings are portable structures. The four permanent buildings are rectangular shaped structures and house the MOT Offices, warehouse, bus warehouse, and workshop. An additional portable building, along the western fence line, is occupied by Operation School Bell and is accessible from the adjacent property and not affiliated with GUSD.

An employee, staff and visitor parking lot is located at the northern part of the site, directly off the main driveway of the community center. There is one accessible parking stall with no signage or striping with no access to any of the buildings by way of ramp or lift.

## BUILDINGS

It is unclear when the MOT office building was built. Historical references do not show the building being built in 1927 along with the adjacent Goleta Union School. Division of the State Architect's historical archives wasn't formed until 1933, thus not having records before hand. The City of Goleta Building Department does not have records of this building. What we do know is that it was built by 1951, through historical images, and it was originally built as upper-grade classrooms as maintenance staff recollects. It is possible that in 1977 when the school closed and the district offices had to relocate, they moved in the MOT office to occupy this building. According to MOT staff, restrooms were then built around this time to accommodate their offices. As for the other permanent structures on the site, there is no reference to when they were built other than historical images to show that the warehouse was also built by 1951. Four portable buildings date back to being on the site by 1988, and two other portables by 2002.

The office building construction consist of a stucco exterior and interior with of a wooden frame, single paned windows, on a raised foundation. This building is in need of structural, seismic and fire safety review as it was not originally meant to take the load of bulky office furniture, equipment, storage and wall partitions are not original to the building.

There is evidence of termite infestation. Termite damage affects both the exterior and the interior of all MOT buildings. Evident termite damage includes: exterior and interior wood finishes, window trim and framing; and door trim and framing. The termite damage can be remedied through the replacement of all wood trim, doors, windows, framing and (exposed) structure with similar elements not made of wood, e.g. metal. Currently, district-wide green-campus measures for addressing termites have not been effective.

Complete replacement of all portables should be highly considered for MOT. The portables are beyond repair or renovation. Damaged roofs, mold, termites, failing foundations, weather damage, broken windows, are just to name a few of the major hazardous and unhealthy condition these portables are in. These portables are used to store student books, supplies, maintenance and transportation supplies. Foundations are failing due to the loads. They are not the practical place for storage as they are not level to the ground for delivery unloading or missing a door for forklift unloading.

All MOT buildings do not have an accessibly entrance and are in need of compliance. All pathways from the public right-away(s) to, from MOT need to comply with current American Disabilities Act requirements and Fire Life Safety standards. All accessible pathways require requisite ADA compliant signage and (emergency) egress points need to be visually designated, accordingly. Current restrooms are also not in compliance.

# EXECUTIVE SUMMARY

## PROGRAM SPACES

As previously mentioned in the District Offices Executive Summary, the MOT staff desire to relocate the warehouse supplies and equipment from the Jack Kramer Administration Center to MOT as they find it inefficient to be separated. This creates the need for a larger MOT facility.

The bus shop is currently undersized for equipment and as a workspace. The operator stated that a bus does not fit inside the warehouse when in need of engine repair, protected from the weather. In 1978 the building survived an earthquake, but some cracks are still evident and should be considered for structural review. The bus wash is in need of repair due to an oil leak in the lift. Since the property is adjacent to the San Jose Creek, drainage from the wash is prohibited with the oil leak.

The tool shop finds itself in a small, hazardous location with no proper ventilation. Tools are important to the MOT staff for repair and maintenance of district wide facility needs. Staff is in need of tool replacement, a larger and safer space.

## BUILDING SYSTEMS

### HVAC:

The MOT office is heated by gas-fired, forced air units (FAU) and cooled with window air conditioning units. The warehouse is heated by hanging heaters with no air conditioning. The mechanic offices also has central heating but no air conditioning.

### Plumbing:

There are no references to plumbing infrastructural upgrades in the past other than the plumbing added to the MOT offices when it was converted. Therefore, plumbing infrastructural upgrades up to and within the site need to be completed.

### Electrical:

There are also no references to electrical infrastructural upgrades in the past. Currently, the electrical infrastructure is limited and of poor quality. The offices now encompass new technologies that require updated and modern infrastructure. Maintenance staff told us about three breaker boxes attached to the MOT office building. The current electrical supply does not meet the load of running window air conditioning units, computers, and testing equipment in the warehouse.

### Technology:

Please see section District Offices Executive Summary, Technology: District Wide Needs on page \_\_ for more information.



GOLETA UNION SCHOOL DISTRICT  
MAINTENANCE, OPERATIONS & TRANSPORTATION

## 2020 FACILITY NEEDS PROJECT LIST

### Parking/Circulation Improvements

Demolition of Fourteen (14) Portable Buildings

Demolition of Five (5) Permanent Structures – Including One (1) Small Carport Structure

New Family Resource Center and Library Building of 3,000 sq.ft.

New Administration Building

Three (3) New Shop Buildings – with Ventilation System

Seven (7) New Storage Buildings

Solar Parking Shade Structure with Solar Battery Storage and E-Vehicle Charging Stations

New Bus Staff & Storage Building

New Bus Wash and Mechanical Lift Area

New Bus Repair Garage

Fence for Gate

Pavement Improvements per Paving Assessment Report

Heating, Ventilation and Air Conditioning System

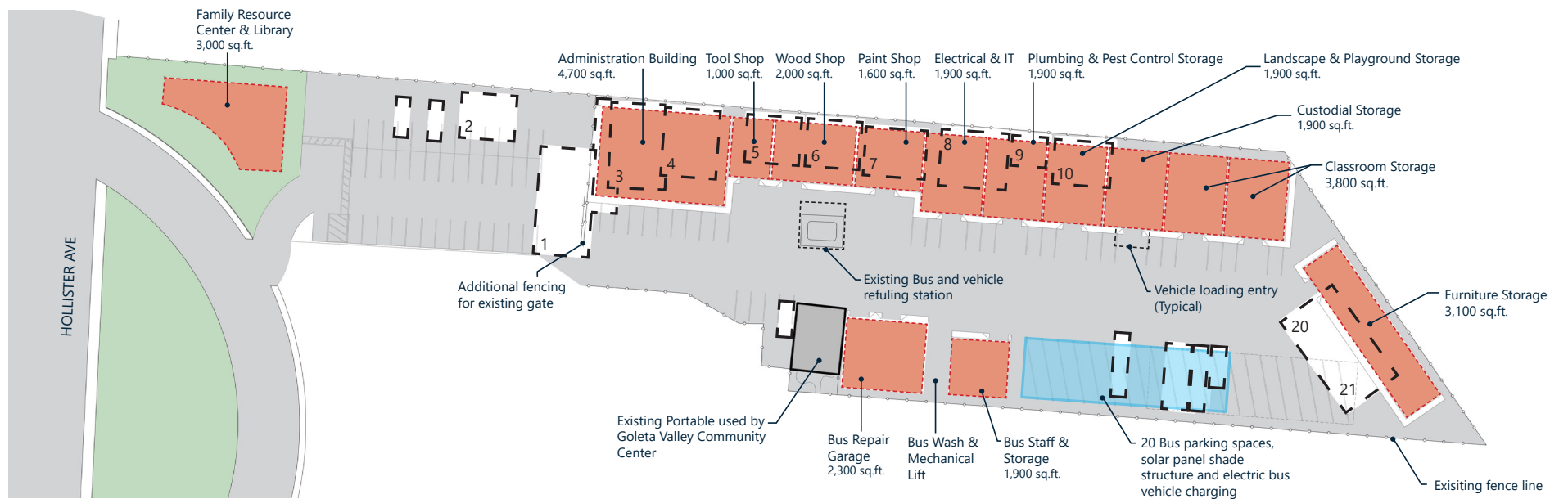
Exterior LED Site Lighting

menu



EX  
zoom

# CONCEPT SITE PLAN



## LEGEND

- Existing Structures
- New Construction
- Removed (E) Structure
- Solar Parking Shade Structure (5,000 sq.ft. total)
- XX Building Number\*  
\*See Facility Assessment Scoring Sheet for further information



# FACILITY ASSESSMENT DATA SCORING SHEETS

This worksheet establishes data for determination of priority projects across a campus or district wide level. Please note that the findings in this spreadsheet are based on the architect's field observations only. In the event any hazardous, structural, or fire and life safety discrepancies are witnessed by the architect, the district may be required to conduct additional testing or research to ensure the safety of the students, staff, and community. The architect will report any findings of this nature to the district.

Rating Key		
1=	no repair necessary	1-5
2=	cosmetic repair necessary	6-10
3=	preventative maintenance necessary	11-15
4=	repair necessary	16-20
5=	repair necessary for use past 2 years	21-25
6=	major repair needed for immediate continued use	26+

BUILDING	RELO (Y/N)	MODULAR (Y/N)	ROOM	USE	DSA#	YEAR BUILT	AGE	AGE SINCE MOD	HAZ	STRUCT.	FLS	BLDG ADA	ROOF	ENVL.	GLAZING	ACOUS.	DAYLITE	HVAC	SITE ADA	SITE UTIL	SECRTY	AESTH.	SUM	PRIORITY FACTORY		
1	N	N	Reception	Administrative Secretary				25	5	5	4	5	4	4	4	1	1	4	4	4	4	4	67	33.5		
			Office	Director's Office				25	5	5	4	5	4	4	4	4	1	1	4	4	4	4	4	67	33.5	
			Breakroom	Bus driver breakroom				25	5	5	4	5	4	4	4	4	1	4	4	4	4	4	4	70	35.0	
			Restroom	Men's Restroom				25	5	5	1	5	4	4	4	4	1	1	4	4	4	4	4	61	30.5	
			Restroom	Women's Restroom				25	5	5	1	5	4	4	4	4	1	1	4	4	4	4	4	61	30.5	
			Office	Custodial Supervisor				25	5	5	4	5	4	4	4	4	1	1	4	4	4	4	4	67	33.5	
			Office	Grounds Maintenance				25	5	5	1	5	4	4	4	4	1	3	4	4	4	4	4	63	31.5	
			Utility	Laundry				25	5	5	3	5	5	5	4	4	1	1	1	4	4	4	4	1	60	30.0
			Warehouse	Tool and supply storage				25	5	5	4	5	4	4	4	4	1	1	2	1	4	4	4	4	62	31.0
			Shop	Tool shop				25	5	5	4	5	4	4	4	4	1	1	1	1	4	4	4	4	61	30.5
2	N	Y	Plumbing	Storage and office	22606	> 1988	> 31	25	4	4	1	5	5	5	4	1	3	4	4	4	4	4	61	30.5		
			Pest control	Storage	34533	> 1988	> 31	25	4	4	1	5	5	5	4	1	3	1	4	4	1	4	4	55	27.5	
3	N	N	Warehouse	Breakroom/office/storage				25	6	4	4	5	5	5	1	1	3	4	4	4	4	4	68	34.0		
			Planroom	Campus plan storage				25	3	4	1	5	5	5	1	1	1	1	4	4	4	1	4	4	51	25.5
			Lock shop	Storage of locks				25	3	4	1	5	5	5	1	1	1	1	4	4	4	1	4	4	51	25.5
			Office	IT office				25	3	4	1	5	5	5	4	1	4	4	4	4	4	4	4	60	30.0	
			Electrical	Storage				25	3	4	3	5	5	5	5	1	1	1	1	4	1	4	4	52	26.0	
Warehouse	Rake and Shovels				25	3	4	3	5	5	5	5	1	1	1	1	4	1	4	4	4	52	26.0			
4	N	N	Bus Warehouse	Mechanic tools/work		> 1988	> 31	25	5	5	3	5	5	4	1	1	4	1	4	4	4	4	63	31.5		
5	N	Y	Foyer	Foyer	22606	> 1988	> 31	25	5	3	4	5	4	5	4	1	1	4	4	4	1	4	4	61	30.5	
			Storage	Storage/Locker	34533	> 1988	> 31	25	5	3	5	5	4	5	4	1	1	4	4	4	4	4	4	66	33.0	
			Office/Break	Supply/Break area		> 1988	> 31	25	5	3	4	5	4	5	4	4	1	4	4	4	4	4	4	67	33.5	
			Office	Mechanic office		> 1988	> 31	25	5	3	1	5	4	5	4	3	3	4	4	4	4	4	4	62	31.0	
			Office	Mechanic office		> 1988	> 31	25	5	3	1	5	4	5	4	3	3	4	4	4	4	4	4	62	31.0	
Storage	Supply/Parts Storage		> 1988	> 31	25	5	3	5	5	4	5	4	4	1	1	4	4	4	1	4	4	63	31.5			
6	N	Y	Plumbing/Mech	Storage	34533	> 1988	> 31	25	5	3	5	5	5	5	4	1	4	1	4	1	4	4	64	32.0		
7	N	Y	Storage	Storage	34533	95-01	> 18	25	5	4	5	5	4	5	4	1	4	1	4	1	4	4	65	32.5		
8	N	N	Paint shop	Painting	34533	> 1988	> 31	25	4	3	5	4	4	4	1	1	4	4	4	4	4	4	62	31.0		
			Office	Painter's Office		> 1988	> 31	25	4	3	5	4	4	4	4	1	1	4	4	4	4	4	4	62	31.0	
			Woodshop	Woodshop		> 1988	> 31	25	4	3	5	5	4	4	4	1	1	4	4	4	4	4	4	63	31.5	
9	N	Y	Ewaste	Storage	34533	> 1988	> 31	25	6	4	5	5	6	6	4	1	4	1	4	1	4	4	70	35.0		
10	N	Y	Custodial Storage	Storage	34533	> 1988	> 31	25	6	4	5	5	6	5	4	1	4	1	4	1	4	4	69	34.5		
20	N	Y	20	Furniture Storage	34533	95-01	> 18	25	6	4	5	5	6	5	4	1	4	1	4	1	4	4	69	34.5		
21	N	Y	21	Furniture Storage	34533	95-01	> 18	25	6	4	5	5	6	5	4	1	4	1	4	1	4	4	69	34.5		
Parking	N	N	Parking	Parking		1927	57	20	3	1	1	1	1	1	3	1	1	1	4	1	4	4	32	12.8		

EL RANCHO  
ELEMENTARY



# EL RANCHO ELEMENTARY SCHOOL

7421 Mirano Drive, Santa Barbara, CA 93117



## EXECUTIVE SUMMARY

### SITE

The El Rancho Elementary School campus is located at 7421 Mirano Drive in Goleta, CA. The buildings were originally constructed in 1968. The site has been closed and not used for Goleta Union School District Students since the 2003-04 school year. Even though the school site does not currently house GUSD students at this time, it has been added to the Facilities Master Plan for repair and modernization.

The school's campus is comprised of twelve buildings, a playground, and grass field that all require maintenance and are also due for modernization. The site buildings are similar to those of Mountain View School with three room school pods, bathroom pods and administration building with multi-purpose room and kitchen. Specifications and budgets for modernization from the Mountain View plan have been used here for the El Rancho school site.

Year Built: 1968

Acreage : 9.26 Acres

Current Enrollment: -

Class Size Average: -

Total Classroom Spaces: TK-3RD: -  
4TH-6TH: -



## EL RANCHO ELEMENTARY

### 2020 FACILITY NEEDS PROJECT LIST

Roofing Replacement, per Roofing Assessment Report

Parking / Circulation Improvements

Solar Parking Shade Structure with Solar Battery Storage and E-Vehicle Charging Stations

New Shade Structure in Kindergarten Yard

New Shade Structure in Large Playground

Modernize Existing Classrooms, Administration, & Support with Furniture

Infrastructure Improvements

Pavement Improvements

New Heating, Ventilation and Air Conditioning System

Exterior LED Site Lighting

menu



XE  
zoom

GOLETA UNION SCHOOL DISTRICT

# EL RANCHO ELEMENTARY SCHOOL







# APPENDIX A

## EDUCATIONAL SPECIFICATION

B | BUDGET SUMMARY

C | SURVEY RESULTS



# EDUCATIONAL SPECIFICATIONS

## Goleta Union School District Elementary School (K-6) Educational Specifications



**Board of Education**  
Dr. Richard Mayer  
Susan Epstein  
Dr. Carin Ezal  
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Luz Reyes-Martin

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Kathleen Moore and Associates, Facilitator and Author

EDUCATIONAL SPECIFICATIONS  
GOLETA UNION SCHOOL DISTRICT  
ELEMENTARY SCHOOLS K-6

OCTOBER 16, 2019



Kathleen Moore & Associates

# EDUCATIONAL SPECIFICATIONS

## Introduction

The purpose of the Elementary Educational Specifications is to provide guidance to the design professionals on the educational and programmatic needs of the elementary schools in Goleta Union School District (GUSD).

Place matters. We know through research that clean air, ample day lighting, and a small, quiet, comfortable, and safe learning environment is important for students' academic achievement and well-being. School design has the power to reach the whole learner—cognitive, physical and emotional—when educators and students are thoughtfully engaged in the planning process. Beginning with the educational vision and ending with the activities and spaces that engage students; the Educational Specifications are designed to communicate the programmatic, functional, spatial, and environmental requirements for thriving elementary schools.



School and classroom design should facilitate future ready learning that prepares students for college, careers, and community. Project-based learning, personalized instruction, blended learning, differentiated instruction and other twenty-first century teaching methods should be well supported in the design of Goleta's elementary schools. Student mastery of content as well as the "Four Cs"—critical thinking, communication, collaboration, and creativity—is the foundation of the District's educational goals that begin this document.

As the district plans for capital investments in their schools, significant thought should be given to creating safe, innovative learning environments and instructional technology to support future ready learning. Modernized learning studios, maker spaces, and specialty furniture will meet the growing demand for state-of-the-art educational spaces. Creating adequate space for classroom teaching and learning, learning support specialists, team meetings and office functions will improve the educational environment of schools constructed for a different educational era. The Educational Specifications will guide these and future investments to support the District's educational program for learner-centered environments.

The District wishes to acknowledge the teachers, staff and community members that contributed to this document's development (see Acknowledgments). Through both survey and on-site Principal meetings, and guided by the Educational Specifications Committee, the District developed these educational guidelines for the elementary schools.

Not all recommendations within the Educational Specifications will be realized due to budget, site, or other constraints. The Educational Specifications are intended to serve as a guideline for district programmatic needs and to allow the design professionals flexibility in addressing each site's unique requirements while providing broad standards for parity.

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# EDUCATIONAL SPECIFICATIONS

## Executive Summary and Highlights

Anchored by the Board of Education’s Educational Specifications Design Guiding Principles, A 17-member Educational Specifications Committee assisted with the educational specifications process by providing input on educational needs from each member’s expertise, be that as a principal, teacher, librarian, partner organization, parent or administrator. The Committee met six times over the course of six months, visited Rio del Sol K-8 Academy in Oxnard, the LinkedIn Campus in Carpinteria and Wolf Museum of Exploration and Innovation (MOXI) in Santa Barbara for inspiration, and reviewed school facilities research, evidence-based best practices and futurists’ thoughts for educational facilities in the next 10-15 years. A district-wide Educational Specifications survey responded to by 143 staff members informed the committee work. The resulting Educational Specifications encompass a broad range of spaces to support learner-centered education in GUSD. While all areas are important to the delivery of educational services, the following areas are highlighted.

### Parity

A major component of the educational specification process and work is to address parity throughout the elementary schools. Meaning that if a Science, Technology, Engineering, Art and Math (STEAM) space is provided at one campus, it should be provided at all campuses. Parity also includes flexibility for school sizes. For instance, all schools require a multipurpose room, but the size of that room depends on the number of students served, therefore a square foot per student or range of area is recommended in the specifications. Parity does not mean that schools will look alike or have exactly the same space, but that each school should be able to serve like functions.

### Elementary School Learning Spaces (Classrooms)

**Refresh including Flexible and Mobile Furniture**  
Classroom learning spaces are the foundation of the school campus and are the spaces where transformative learning takes place throughout the grades. Learning happens throughout the campus—in the outdoor spaces, the multipurpose room, library, and specialty spaces—and is centered in the classroom with the classroom teacher. During the educational specification process, teachers and staff focused on classroom upgrades including new mobile and flexible furniture.

### Small Group Instruction Space

Creating or reclaiming small group instructional areas for combination classes, English Language Development, Certificated Tutors and intervention are needed throughout the elementary schools. Multi-use spaces for groups of 4, 8 and 12 are needed across the campuses.



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### Maker Space for Science, Technology, Engineering, Art, and Math (STEAM)

The Educational Specification recommends at least one maker space for STEAM in each elementary school. As the programs develop for this space, it may also be used for other program needs specific to each site.

Many elementary school districts are addressing STEAM through maker spaces and spaces with the flexibility to delivery STEAM activities before and after school. Diversity and equity in STEAM continues to be a top educational priority throughout the state.

### Parent Center

Each elementary school is specified a Parent Center space. Decades of research show that when parents are involved in their child’s education, students have higher grades, test scores, and graduation rates; increased motivation and better self-esteem; better attendance; and, decreased use of drugs, alcohol, and violent behavior.

Parent or family centers foster strong partnerships between teachers, families, administrators, students, and community partners through open dialogue, inclusive spaces, ongoing learning, and shared responsibilities that drive and unify the school community. Family engagement is key to a healthy and thriving school.

### Outdoor Learning Spaces

According to Richard Louve in the *Last Child in the Woods, Saving Our Children from Nature - Deficit Disorder*, the childhood link between outdoor activity and physical and emotional health is clear: “Children need nature for the healthy development of their senses, and, therefore, for learning and creativity.” Each GUSD elementary will have an outdoor learning space that can connect children with nature as well as encourage interactive, hands-on learning. Each space will allow teachers and students to explore concepts such as teamwork, cooperative learning, nutrition, fitness, dramatic play, unstructured play and much more.

### Multipurpose Rooms

The Educational Specifications Committee recommends multipurpose rooms large enough to accommodate all school assemblies and to provide a space in which timely food service is delivered with healthy food choices so that all children have time to dine and socialize.

### Up-to-Date Libraries

The Committee recommended adequately sized libraries similar to the Brandon School library space (1,730 square feet) to promote literacy and continue to foster a love of reading. School libraries have evolved from simply providing print materials to offering rich selections of print, media, and digital resources; from teaching students how to search a card catalog to teaching students strategies for searching a variety of print, media, and digital resources; from teaching basic reading literacy to teaching information literacy—the ability to access, evaluate, use, and integrate information and ideas effectively.

### Sustainability

It is recommended that the GUSD consider the Collaborative for High Performance Schools (CHPS) design standards under the CHPS Designed™ recognition program. CHPS standards are designed to reduce operating costs, achieve higher student performance, increase daily attendance, retain quality teachers and staff, and minimize environmental impact by designing and modernizing schools utilizing the CHPS scorecard. CHPS standards help make schools energy, water and material efficient, well-lit, thermally comfortable, acoustically sound, safe, healthy, and easy to operate.

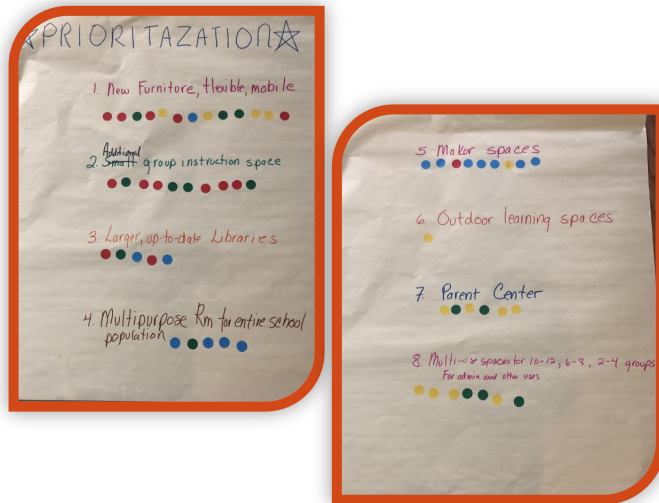
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# EDUCATIONAL SPECIFICATIONS

## Educational Specifications Process and Priorities

A 17-member Educational Specifications Committee (see Acknowledgements) was appointed by the Superintendent to assist with the educational specifications process and to provide input on educational needs from each member's expertise, be that as a principal, teacher, librarian, partner organization, parent or administrator. The Committee met six times over the course of six months, visited Rio del Sol K-8 Academy in Oxnard, the LinkedIn Campus in Carpinteria and Wolf Museum of Exploration and Innovation (MOXI) in Santa Barbara for inspiration, and reviewed school facilities research, evidence-based best practices, futurists' thoughts for educational facilities in the next 10-15 years and the Educational Specifications Survey (see following section). The committee developed a list of areas to review and in the final meeting determined the following priorities for capital improvements:

1. New furniture that is flexible and mobile
2. Additional group instruction space
3. Maker Spaces
4. Multi-use spaces for groups of 4, 8 and 12
5. Parent Center
6. Multipurpose room for entire school population
7. Larger, up-to-date libraries
8. Outdoor learning spaces



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The Committee reviewed two Association for Learning Environment videos with projections for educational facilities in 2035. Gleaned from the group discussions following the videos were the following themes:

- Equitable access
- Choice of what to learn
- Flexibility – able to readily change
- Ownership by children
- Comfort of space
- Shared space
- Open physical space
- Environment more individualized
- Opportunities to experiment
- Ability to collaborate
- Concern for students that are not as self-directed
- Still need for lecture
- Collaboration between teachers

Comments that Goleta Union is already:

- Changing computer labs to STEAM labs
- Providing more than one seating option
- Moving away from isolation
- Data driven
- Collaborative

The Committee also reviewed Chapter 4, *Designing Learner-Centered Spaces*, of the book *Learning Transformed* by Eric C. Sheninger and Thomas C. Murray. The takeaways from these readings included designing for:

- Collaboration
- Self-directed learning
- Inquiry, experimentation and creation
- Active learning
- Relationship building
- Ownership
- Sustainability
- Student safety

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# EDUCATIONAL SPECIFICATIONS

## Educational Specifications Survey

An Educational Specifications survey was sent to all Goleta Union staff on April 1, 2019. One hundred and forty-three (143) staff members responded, and all school sites were represented. Staff were asked open-ended questions about what two to five features of the physical learning environment are most important and most engaging for student learning, and what two to five features are most important for staff satisfaction and comfort.

Around the topic of student learning environments, ten themes emerged:

- ❖ Small group instruction space
- ❖ Flexible, new furniture
- ❖ Natural lighting
- ❖ Mobile furniture
- ❖ Space for movement and flexible groupings
- ❖ Comfortable temperatures and HVAC
- ❖ Clean environments that are clutter-free
- ❖ Outdoor space
- ❖ Comfortable seating/space
- ❖ Safe spaces

The themes that emerged for staff job satisfaction and comfort are:

- ❖ Adequate storage
- ❖ HVAC and climate control
- ❖ Comfortable space to sit, ergonomic, flexible furniture, stand-up desks
- ❖ Aesthetically pleasing
- ❖ Natural light, adequate light, light control
- ❖ Clean, clutter free, dust free
- ❖ Refurnished cabinets, bookcases, shelves in working order, lockable
- ❖ Adequate appropriate teaching space
- ❖ Restrooms, enough restrooms, restrooms with adequate sinks and warm water
- ❖ Fresh paint

A series of questions were asked about what type of facilities should GUSD consider as it plans for capital program initiatives. Consensus results include:

- Safe and secure schools are a top priority for staff.
- Spaces for art, science and music and a variety of teaching spaces including libraries are strongly supported.
- Flexible, aesthetically pleasing spaces that facilitate student-teacher interaction and allow for collaboration and interdisciplinary and team teaching are strongly supported whereas community use is not as strongly supported.

Staff were asked to rank the top five technology tools that would have the greatest impact on student learning. The top five choices include:

Space is important! Having space and flexibility within the classroom maximizes effecting teaching and differentiation. Having space on campus for specialists and learning supports is necessary. Having adult spaces to collaborate and meet (data team meetings, SST, Team meetings, IEP meetings) that allow technology to be used and information to be shared is integral to a productive and successful environment. Not having adequate spaces is stressful, chaotic, and creates scheduling challenges that result in decisions that are not in the best interest of the children.

-Educational Specifications Survey Respondent

- Adaptive learning software geared to adjust levels of difficulty or student needs
- Chromebooks for every student
- The ability to access the internet anywhere on campus
- Interactive large screen monitors
- Separate spaces for computer labs.

There were other open-ended questions on twenty-first century learning environments with thoughtful responses that emphasize students and teachers thrive in environments that inspire them and for which they can be proud.

Having an aesthetically pleasing classroom is extremely important to me... I think having the perfect balance of teacher's touch, along with student work around the classroom is also vital. The learning space needs to be a calm environment and also a place where students can feel comfortable to work without distraction.

-Educational Specifications Survey Respondent



Rio del Sol K-8 Academy, Oxnard

I'd like to see more focus on creating fresh, clean and updated physical space that facilitates learning, creativity and positivity. Students and staff deserve to be in a high functioning, aesthetically pleasing environment that welcomes and inspires them to be great every day.

-Educational Specifications Survey Respondent

# EDUCATIONAL SPECIFICATIONS

## GUSD Vision, Mission, Values and Beliefs

The GUSD Strategic Plan is fully aligned with California's required Local Control Accountability Plan (LCAP). Both documents are reviewed and revised on an annual basis. The LCAP addresses eight specific State priority areas. The Strategic Plan encompasses the foundational aspirations and strategic priorities reflected in the LCAP. Together, the two documents define the District's mission, vision, values, goals and strategic priorities as follows:

### Vision

Powerful Instruction  
Purposeful Individualization  
Productive Partnerships

### Solid Evidence of Student Success

The GUSD will be an example of 21<sup>st</sup> century learning for families and their children attending public elementary schools in the Goleta Valley. Pre-kindergarten through sixth grade students and staff will work in an atmosphere that fosters critical thinking, communication, collaboration, and creativity. Teaching and learning will occur in an environment that encourages innovation and provides ample opportunity for access to digital media and other tools that support mastery of rigorous learning objectives. Each child will experience a broad course of study that extends beyond the basics and includes opportunities for enrichment, extension and intervention purposefully connected to individual needs through ongoing observations, evaluations, and formative assessments.

### Mission

The mission of the Goleta Union School District is to maximize academic, intellectual, and personal growth in order for each student to prospect in, and positively influence, a diverse and dynamic world.

### Values and Beliefs

#### Success for every student [Aligned with LCAP Priority 4: Pupil Achievement]

We value the importance of each child and seek to maximize the learning and development of each child. We believe that powerful differentiated instruction, tailored to meet individual needs, leads to expanded achievement and increased mastery of rigorous learning objectives.

#### Effort, perseverance, and responsibility [Aligned with LCAP Priority 5: Pupil Engagement]

We believe powerful learning flows from the desire, effort, and personal responsibility of curious learners and committed teachers. We value strong connections between instructional content and student experience as sources of motivation, perseverance, and engagement. We regard self-direction, self-confidence, and self-esteem as positive outcomes of appropriate challenge, hard work, and achievement.

#### Learning beyond basics [Aligned with LCAP Priority 8: Other Pupil Outcomes]

We value the whole child. We believe a comprehensive elementary course of study includes a variety of cultural, artistic, physical, and social experiences. We embrace, as essential outcomes of a well-rounded education, a deep understanding of the responsibilities of our democratic heritage, and the important attributes of personal character, including honesty, respect, integrity, and compassion.

#### Safe, healthy and secure environments [Aligned with LCAP Priority 6: School Climate]

We believe that providing a safe, healthy, and secure environment in our schools is a prerequisite to effective teaching and learning. We value the opportunity to shape student conduct through high expectations and positive responses to challenging behavior.

#### Teamwork, partnership and respect [Aligned with LCAP Priority 3: Parental Involvement]

We believe in the power of teamwork. We value productive collaborative learning environments for students and teachers. We respect the diverse skills and perspectives of parents, staff, and community through meaningful partnerships that support and shape our programs and priorities.

#### High-quality services [Aligned with LCAP Priority 1: Basic Conditions of Learning]

We believe a highly qualified and inspired workforce with committed instructional and fiscal leadership is the foundation of effective student learning and innovative practice. We are committed to well-maintained and well-equipped facilities. We value effective instructional materials aligned to rigorous standards to amplify student success.

#### Best instructional practices [Aligned with LCAP Priority 2: Implementation of State Standards]

We value instructional strategies informed by multiple forms of ongoing assessment that stimulate each child's critical thinking, problem solving, depth of understanding, creativity, and love of learning. We believe the firm foundations of career and college readiness are formed in elementary grades and prepare our students for future success.

#### Equity of experience [Aligned with LCAP Priority 7: Course Access]

We value the strength of diversity in our schools and community and strive to provide equitable resources and experiences for each child and family we serve. We work to eliminate prejudice and bias among our students and staff. We strive to reach consistently high levels of achievement for each demographic group in our District and to dismantle systemic obstacles to success for all.



# EDUCATIONAL SPECIFICATIONS

## Educational Specifications Design Guiding Principles

These following Design Guiding Principles were developed by the Board of Education at the beginning of the Educational Specifications process:

### Preamble

The Goleta Union School District will provide a school environment where all students can learn and grow to their full potential.

### Guiding Principle #1: Learning Environments

- Create future ready learning environments that:
  - Are researched based
  - Are flexible and adaptable to evolving program needs
  - Enhance teacher/student and teacher/teacher collaboration
  - Are sensitive to social and emotional learning needs
  - Are of highest standards for classrooms, including best practices for learning environments
  - Maximize learning and emphasize engaging and positive interactions between teachers and students, amongst student and between professionals
  - Support evolving needs for high quality instructional technology that is balanced
  - Provide spaces for performing arts

### Guiding Principle #2: Wellness, Safety and Security

- Design and upgrade schools that:
  - Are welcoming, spacious and encourage good eating habits
  - Integrate safe environments that enhance community
  - Consider the safety needs of elementary students and staff while being inviting
  - Provide spaces for outdoor play and outdoor learning

### Guiding Principle #3: Sustainability

- Goleta Union schools will:
  - Be environmentally sustainable and healthy environments
  - Use low emitting materials
  - Address issues of climate change, clean water access and waste reduction

### Guiding Principle #4: Equity, Access and Cultural Proficiency

- All schools will have basic standard facilities similar in size that include:
  - Science, Technology, Engineering, and Math (STEM)
  - Art
  - Music
  - Multipurpose rooms
  - Adequate number of restrooms
  - Libraries
  - Special education spaces and accessibility
  - Areas for collaboration and small group instruction

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- Learning spaces will:
  - Have natural light
  - Comfortable temperatures
  - Feeling of safety
  - Adequate ventilation
  - Variety of furniture
- Spaces will encourage cultural proficiency



Mountain View School

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# EDUCATIONAL SPECIFICATIONS

## District and Schools Overview

The Goleta Union School District serves the Goleta Valley, a suburban community of approximately 90,000 people that includes the City of Goleta and a large unincorporated area. The valley lies between the Santa Ynez Mountains and the Pacific Ocean and is adjacent to the City of Santa Barbara in California. The area is known for its cultural, academic, and recreational opportunities, as well as its mild climate.

The District serves 3,566 elementary students (K-6) in nine schools. Six schools receive schoolwide Title I support, three schools host District transitional kindergartens, and three state preschools are located at District facilities. In addition, the District runs the Learning Tree Preschool, which enrolls special education students and general preschool students. Afterschool care programs are available for all schools, including either state supported Afterschool Education and Safety (ASES) programs or the District-run @Afterschool program.

Grade-level class size averages are under 20 in Grades K, 1, 2, and 3; and under 23 in Grades 4, 5, and 6. The District has a diverse student population and professional staff. Approximately 30% of students are English-Language Learners. Low-income students account for 38% of enrollment. Foster youth population is less than 5 students districtwide.

Below is a summary of the schools' enrollment and capacity based on the state school facilities program loading of an average of 25 students per classroom.

Site	Grade Level	Classrooms*	2018	
			Enrollment	100% Capacity**
Brandon Elementary	K-6	25	420	625
El Camino Elementary	K-6	18	235	450
Elwood Elementary	K-6	23	384	575
Foothill Elementary	K-6	18	459	450
Hollister Elementary	K-6	21	419	525
Isla Vista Elementary	K-6	31	504	775
Kellogg Elementary	K-6	23	455	575
La Patera Elementary	K-6	22	359	550
Mountain View Elementary	K-6	20	331	500
<b>Totals</b>		<b>201</b>	<b>3,566</b>	<b>3,975</b>

\*From District's Classroom Inventory Data

\*\*Based on state loading 25/classroom  
Note: Does not include El Rancho School

## Overarching Trends

### Flexible Design

The California Department of Education's Flexible Learning Environments Best Practice document advises that "learner-centered classrooms should be designed to accommodate different teaching and learning formats, including: individual study and reflection; one-on-one instruction; peer-to-peer discussion; small group work; teacher directed instruction; and, student presentation." A flexible classroom is fundamental to a teacher's ability to adapt to various learning styles. As enumerated in the best practice, one way to understand flexibility is through five properties that support constructive teaching pedagogy: fluidity, versatility, convertibility, scalability, and modifiability.



Mobile and flexible seating allow for cooperative learning and easy classroom transitions.  
Paragonic.com

Flexible schools also provide space outside the classroom for collaborative learning, such as:

- Learning studios with abundant daylight, flexible furniture and space for group projects;
- Open areas, such as atriums and learning "streets"—instead of corridors—to encourage social interaction;
- Project rooms with high ceilings, work tables, and specialized equipment for inventing, creating, and building;

# EDUCATIONAL SPECIFICATIONS

- Multiage rooms where students can mix and match according to interest and aptitudes; and
- Outside learning where students work on community service projects, and use community sites, such as museums and libraries, like classrooms.

Innovative school designs may incorporate rolling or sliding doors and movable interior walls that allow linked classrooms to work in common areas or on outdoor learning projects. “Shared learning spaces foster a sense of community as students work in teams on such areas as STEAM,” according to the best practice document.



Gen7 STEAM Modular Classrooms—open to the outside

### Engaging Technology

Engaging with technology will equip students with future-focused skills. The Educational Specifications Survey summarized earlier in this document and the Instructional Technology chapter highlight the importance of access to Wi-Fi throughout the campuses and instructional technology as a tool for personalized learning. Technology is no longer solely addressed within a computer lab; rather it is available throughout the building design.

### Connectivity to Outdoors

The best practices document summarizes that outdoor learning is integrated with standards-based academic subjects and should be utilized as more than a stand-alone learning option. Outdoor learning increases academic learning, and exposure to nature has social, emotional,

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and physical benefits for students. Sun and rain shelters are important components of campus design for outdoor learning.



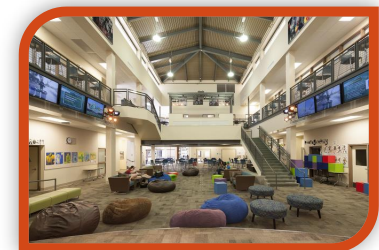
Outdoor Learning Space, DLM HED Architects (above) and Commons and Social Space (below)

### Social Spaces

School design has the power to reach the whole learner—cognitive, physical, and emotional. Social spaces for students to gather informally, play, talk with their classmates, and develop as individuals is as important as the formal learning environments.

### Collaboration

Collaborative learning environments foster peer-to-peer interaction and allow teachers to facilitate student learning and professionally mentor other teachers across the campus. Collaborative learning spaces call for flexible furniture to allow versatility and easy modification from large group instruction to small group instruction and quiet spaces to maker spaces.



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# EDUCATIONAL SPECIFICATIONS

## Sustainability and Healthy Buildings

### Sustainability

One way to ensure sustainable schools is to adhere to The Collaborative for High Performance Schools (CHPS) design standards under the CHPS Designed™ recognition program. CHPS standards are designed to help school districts in every community across the country reduce operating costs, achieve higher student performance, increase daily attendance, retain quality teachers and staff and minimize environmental impact by designing and modernizing schools utilizing the CHPS scorecard about all aspects of high performance school design, construction and operation. CHPS develops tools that help make schools energy, water and material efficient, well-lit, thermally comfortable, acoustically sound, safe, healthy, and easy to operate. CHPS also addresses low emitting material types and provides a high-performance product database.

### Healthy Buildings

In 2016, the Healthy Buildings team at Harvard released The 9 Foundations of a Healthy Building, which synthesized 30 years of scientific evidence into the nine fundamental building factors that influence health and performance. The 9 Foundations provides a valuable framework for thinking about school facilities in the United States and other developed nations.

Architectural teams, in addition to the CHPS standards above, should consider the framework of these nine foundations as they approach each GUSD school project:



(9Foundations.ForHealth.org)

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## Space Program

The following space program is recommended as the district evaluates existing spaces and plans for capital improvements.

Learning Spaces	Net Square Footage
PreK, TK, Kindergarten Classrooms	1,350
1-3 Classrooms	960
3-6 Classrooms	960
Additional Group Instruction 1 per every 2-4 Classrooms for Certificated Tutors	480
Collaborative Space	600
Student Restrooms Per Code for Capacity	75
Storage	100
Work Rooms	200
Staff Restrooms Per Population	75
Learning Activities	Net Square Footage
Maker Space	1,000
Art/Music/STEM/Computer per Classroom	1,000
Learning Commons	Net Square Footage
Library	1,700
MP Commons / Food Service*	4,000
Stage (included above)	1,000
Kitchen	425
Chair Storage Areas	300
Physical Education Storage	200
Restrooms	75
Office Support	Net Square Footage
Main Office (2 staff)/Welcome Center	400
Conference Room/Collaboration	400
Principal's Office	200
Storage	200
Staff Lounge	450
Staff Workrooms	400
Health / Wellness	250
Parent Center / Community	600
Learning Support Spaces	Net Square Footage
Special Day Class (SCD)	960
English Language Learners, Title 1, Resource Specialist Program**	600-960
Occupational Therapy / Physical Therapy, Sensory Room	300

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# EDUCATIONAL SPECIFICATIONS

Specialist Offices: Speech, Psychology, Title, Others***	200-400
Itinerant Staff Shared Office	200
Testing/Quiet Room	50
Storage	100
Restroom / Changing	120
Storage / Work Rooms	100

**Outdoor Learning** **Net Square Footage**

Hardcourt	See Physical Education Section
Open Fields	See Physical Education Section
Play Apparatus Areas	See Physical Education Section
Outdoor Teaching Station	See Outdoor Learning Spaces Section
Garden	See Outdoor Learning Spaces Section

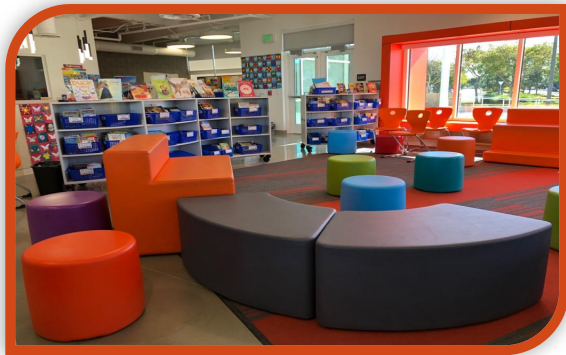
**Building Support**

Custodial/Maintenance	500
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\*Will vary depending on school size

\*\*Depending on site program size

\*\*\*Depending on site program



Del Sol K-8 Academy, Oxnard

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## Instructional Technology

The GUSD has a current instructional technology standard that is under review and will be updated in the 2019-2020 school year. Below are best practices and a summary of the current instructional technology standard.

### Vision

GUSD recognizes technology as a tool that can support and promote the integration of the 4 Cs in its daily instruction and student learning. The district values students having access to devices, smart TVs, and other digital supports. At the same time, the Board also recognizes the increased concern of too much screen time in the daily lives of its young students and wishes to be mindful that the district optimizes its technology time so that any child's overall screen time is appropriate for their age and needs.

Technology enhances strong student learning by providing students with greater access and rich opportunities, through powerful instructional models supporting:

- Differentiation of instruction
- Self-directed and teacher-directed learning
- Student centered learning developing student ownership of their learning
- Blending of curriculum and technology
- Highly complex instruction and learning
- Flexible and responsive instructional practices
- Increased teacher productivity, collaboration, efficiency, and efficacy

### Trends

The Consortium of School Networking (CoSN) publishes an annual report geared toward technology trends spanning five years. This report, called the NMC/CoSN Horizon Report, offers a guide to the future, as trends become reality. The 2018 K-12 Education report charts long-term and short-term trends, including:

- Redesigning learning spaces to reflect the 21<sup>st</sup>-century practices taking place within them. The role of teachers is evolving to support more student-centric approaches to better prepare learners for future workforce and new approaches to classroom design are supporting this shift [with] active learning spaces that have the characteristic of being mobile, flexible, varied and connected – they value tables, stations, and hubs over rigid structures.
- In the short-term, the rise of coding and programming skills as literacy emerged. These skills will bolster problem-solving, creativity, and critical thinking skills. And, the rise of STEAM learning which engages students in a multi- and interdisciplinary learning context that can break down barriers that have traditionally existed between different classes and subjects offering learners opportunities to make connections.

### District Technology Standards—Classroom and Office Spaces

- TK-2 is provided iPADS on a 1:2 ratio and 3-6 is provided Chromebooks on a 1:1 ratio
- Teachers are issued a MacBook laptop and an iPad to use in conjunction with a classroom Smart TV set-up
- Each classroom is equipped with a charging station to support student device charging

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# EDUCATIONAL SPECIFICATIONS

- Other staff or office set up: iMac desktops and/or laptop for School Office Manager
- Printers previously determined at each site, moving toward a pod-printing structure with a supported service (Currently Xtech Printing)

### District Technology Standards—Other Spaces

- Libraries will function more like media centers
- Mini project stations should be designed that allow for quiet zones that allow for video production
- All common or courtyard spaces must have wireless connectivity to support after-hours access

The demand for more digitally produced work invokes the need for mini video production environment so students can demonstrate their work. Also, other common spaces should be reevaluated to allow for small and large group configuration. An example of this is noted in the Schools Planning & Management: Reimage Your Media Center.



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### Learning Spaces (Classrooms)

#### Vision and Program Statement

Each of the elementary schools celebrates and serves a diverse student population. Each is part of the GUSD whose mission is to maximize academic, intellectual, and personal growth in order for each student to prosper in, and positively influence, a diverse and dynamic world. Central to this mission is creating a conducive space for learning, accessible to all, that addresses the whole child, including social and emotional needs, while giving students a sense of security, stability and safety.

Common vision threads throughout each school's welcoming statements—to work collaboratively with faculty, staff, parents, and community to ensure that all students have the foundation for academic and personal excellence. Each student's unique physical, social, emotional, and intellectual contributions are valued, ensuring a student-centered, enriching, safe, and supportive learning environment. Central to each school's mission is for each child to achieve mastery of California Common Core State Standards, English literacy, and a lifelong love of learning.

#### Trends

Grade level collaboration among teachers and improvement of instruction through review of student data together with differentiation of lessons for students of different skills levels continues to be the focus for GUSD. Instruction is more enhanced and hands on necessitating greater planning times. Class size reduction through the Local Control Funding Formula continues to influence elementary education.

Critical thinking, decision making, problem-solving, and other important life skills associated with utilizing a wide variety of information resources are integral to the entire educational process. Students collaborate with one another editing and reviewing each other's work.

Outdoor learning, balanced instructional use of technology, and diverse furniture choices that maximize individual student comfort and learning are important themes for future ready schools.

#### Curriculum / Anticipated Use

- Common Core
- English Language Arts (Reading, Writing, Listening, and Speaking)
- Mathematics
- Science and Health
- History and Social Science
- Visual and Performing Arts
- Physical Education
- Technology and Computer Skills
- English Language Development

#### Educational Process

The teaching and learning activities for the elementary grades are done in many settings. Students do individualized work; whole group learning with the teacher; small, flexible group work with Certificated Tutors (CT); center activities; and special projects that relate to real life within the community. Demonstrations and breakout sessions are conducted. Workspaces with hands-on materials are utilized. Student work and special projects are amply displayed for

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# EDUCATIONAL SPECIFICATIONS

numerous purposes. Student access to material areas and display areas is critical to instruction.

Teachers circulate around the classroom space so as to monitor individual student needs, work with various flexible groups, give small group demonstration lessons, conference with students on a one-on-one basis as well as instruct the whole group for certain periods of time.

**Certificated Tutors (CT)**

Each site uniquely administers Certificated Tutors for instructional support. Certificated Tutors require group instruction space that is self-contained and allows for individual instruction with up to 20 students at a time. Certificated Tutors can be assisting with Academic Language Development (ALD) or English Language Development (ELD), enrichment or science – programs differ according to the elementary school population needs. There should be small group instruction space for CTs together with storage area for materials and personal belongings.

**Orientation and Relationship**

Classrooms are arranged in grade level and mixed age clusters in elementary to facilitate the collaboration of students and teachers so that they may function as learning teams.

**Space Requirements**

Design should incorporate versatile space and furniture so that the learning space can shift directions in a short span of time. Easy-to-move furniture, allows teachers to adapt their environments to maximize learning outcomes.

The elementary learning space, including those for CT classroom work, should include the following:

- Minimum 960 square feet; 1,350 square feet for Kindergarten (K) and Transitional Kindergarten (TK)
- Adjacent indoor area for small group instruction
- Nano or another adjustable wall between classrooms for interdisciplinary instruction as budget and existing wall structures allow
- Connection to outside for outdoor instruction
- Floor to ceiling magnetic whiteboard on teaching wall or magnetic whiteboard at student height with storage below
- Option for teaching wall with magnetic sliding whiteboard and storage behind
- Resilient adhesive floors that meet California Green Standards
- Blinds for windows

**Technology (See Instructional Technology Section)** – placement of technology within the classroom is important and should be flexible.

**Display**

- Mobile whiteboard(s) (option)
- Tackable wall surfaces – floor to ceiling

**Cabinetry/Storage**

- Backpack storage—either cubbies or hooks for 25-28 students immediately outside elementary classrooms

- Two (2) to four (4) full height, double door, lockable storage units (could be mobile), one (1) with wardrobe area to hang teacher’s coat
- Two (2) or three (3) built-in bookcases (could be mobile), height appropriate to developmental age

**Utilities**

- One (1) deep sink per classroom with drinking fountain and hot water (counters and cabinets adjacent to sink)
- Minimum two (2) electrical outlets per each wall
- Charging zone for Chromebooks and other devices
- Climate control thermostat

**Furniture and Equipment**

- Moveable, versatile furniture for 25-28 students
- Rugs or carpet for structured academic time
- Mobile Chromebook carts and/or space
- Teaching cart
- Assistive listening devices and systems as needed

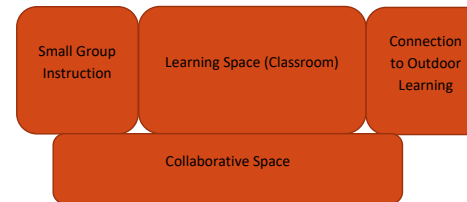
**Specifications for Existing Classrooms**

Securing new, moveable and versatile furniture for students and the teachers/staff is one of the top recommendations of the Educational Specifications Committee, a recommendation supported strongly in the staff survey. Versatile furniture can mean couches, benches, ergonomic chairs, rocking chairs, ball chairs, beanbags, café tables, bistro tables and chairs, adjustable-height tables and armchairs.

Refreshing and redesigning the learning space is also specified, through operable windows, updates in cabinetry, flooring and wall systems including writable wall surfaces and use of color to enhance the learning environment and create child friendly, fun and engaging learning environments. Creation of operable walls for team teaching and consideration for students’ social emotional needs through the creation of reading and breakout cubbies is also recommended. New lighting, skylights (where possible) and enhancing natural lighting are also recommended for consideration in existing learning spaces.

Creating or reclaiming small group instructional areas for combination classes, English Language Development, Certificated Tutors and intervention is needed.

Outdoor learning spaces with shade structures adjacent to classrooms and where possible better connections to outdoor spaces through roll-up doors or other design means are important. Both the appropriate number of restrooms for students and staff and the refreshing of existing restrooms are also recommended, including in-classroom restrooms for TK and K.



# EDUCATIONAL SPECIFICATIONS

## Maker Space

### Vision and Program Statement

The vision is for each elementary school to have a flexible classroom or maker space to support Science, Technology, Engineering, Art, and Math (STEAM) curriculum and to serve as a space for unique programmatic needs of each school. GUSD is focused on improving STEAM education within its core academics.



adjacent to outdoor learning space and central to other classrooms on the campus.

### Space Requirements

This learning space will allow for versatility, fluidity and the ability to adapt for future uses. Robust electrical outlets and resilient adhesive floors that meet California Green Standards and instructional technology will also allow this space to be used in a variety of manners. Spaces for digital media, programming and craftsmanship will be part of this space. Sturdy and writable work surfaces are desired with areas to display and store tools and to display student work. Space and storage are necessary for large scale projects and multi-day projects.

### Trends

Many elementary schools are addressing STEAM through maker spaces and spaces with the flexibility to deliver STEAM activities before and after school. Diversity and equity in STEAM continues to be a top educational priority throughout the state. STEAM encourages design thinking, a skill-set necessary for today's work environments.

### Curriculum and Anticipated Use

This space is intended to allow for a variety of uses and curriculum for hands on learning. Students will engage in questioning, problem solving, collaboration and hands-on activities including robotics and coding.

### Orientation and Relationship

The STEAM flexible classroom is located



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Existing campus computer rooms are the likely space for transformation into Maker Spaces as one-on-one access and development continues in the regular classroom settings.

This space is also accessible for after school programs and clubs.

credit: Photoarchitecture.com



Green Screen Technology - Makerspaceforeducation.com

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# EDUCATIONAL SPECIFICATIONS

## Elementary Art

### Vision and Program Statement

At each school level, art instruction should provide avenues in which each student can work at a personalized pace to learn and develop self-expression and self-confidence.

The *Visual and Performing Arts Content Standard for California Public School (2019)* outlines subject area standards that provide the foundation for instruction. The adopted course of study for grades 1 to 6 includes instruction in visual and performing art, including dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression.

### Trends

In addition to acknowledging arts education as crucial in and of itself, many researchers and educators extol the virtues of arts education as extending beyond creativity and artistic literacy to have a beneficial effect in other areas. Arts education boosts school attendance, academic achievement, and college going rates; improves school climate; and promotes higher self-esteem, connectedness to school, and social-emotional development (California Department of Education, Introduction to Arts Standards).

### Curriculum and Anticipated Use

Like the other disciplines, in visual arts the four artistic processes are addressed linearly in written standards, but are envisioned to occur simultaneously in the actual practice of visual art. The artist imagines, executes, reflects and refines work before finally completing a piece of work (creating), shares or displays the work (presenting), reflects on the completed work (responding), and connects the experience to other contexts of meaning or knowledge (connecting). Source: *California Department of Education, Arts Standard*. Art history and appreciation are also part of the curriculum.

### Educational Process

Aspects of multiple standards can be combined within a learning activity: students can learn by solving problems, exhibiting their work, and thinking critically about them, by relating theirs to other ideas, experiences, contexts, and meanings and refining their future work to a more sophisticated level. The concepts embedded in the standards reflect the scope of learning – the knowledge, skills, and understandings – taught through study of the visual arts.

Instruction in the arts utilizes numerous strategies including teacher-directed instruction and student-centered learning. Grouping strategies allow students to collaborate and to experience the arts as performers, creators, and patrons.

### Orientation and Relationship

The art classroom should have an orientation to outdoor instruction space.

### Space Requirements

#### Classroom Area Layout

Instruction in the art classroom will integrate whole-group direct instruction with small-group differentiated instruction and hands-on collaborative activities. As a result, the size of the classroom must be large enough to allow for art space to accommodate a minimum of 25 students or a recommended 1,000 square feet.

The art classroom should lend itself to having space for multi-day projects. It will have a learning wall, storage areas and display areas in addition to tackable wall surfaces.

### Space Requirements – Art Classroom

- 1,000 square feet
- Accessible, deep art sinks
- Open shelving
- Garage type door opening to outdoors when possible
- Utility connections throughout
- Storage areas for both classroom and afterschool use

### Space Requirements – Outdoor Art Courtyard and Classroom

- Wireless connectivity
- Outdoor activity space for multiple classes
- Wall for projection screen

### Instructional Technology (See Instructional Technology Section)

# EDUCATIONAL SPECIFICATIONS

## Elementary Music

### Vision and Program Statement

The *Visual and Performing Arts Content Standard for California Public School (2019)* outlines subject area standards that provide the foundation for instruction.

### Trends

In addition to acknowledging arts education as crucial in and of itself, many researchers and educators extol the virtues of arts education as extending beyond creativity and artistic literacy to have a beneficial effect in other areas. Arts education boosts school attendance, academic achievement, and college going rates; improves school climate; and promotes higher self-esteem, connectedness to school, and social-emotional development (*California Department of Education, Introduction to Arts Standards*).

### Curriculum and Anticipated Use

The four artistic processes in music curriculum K-8 are creating, performing, responding and connecting. All GUSD 4<sup>th</sup> graders experience music with recorders and depending on school sites other grades utilize a variety of instruments.

### Educational Process

The Visual and Performing Arts Content Standards for California Public Schools identifies three modes of instruction for a comprehensive arts education program:

- Subject-centered arts instruction in dance, music, theatre, and the visual arts
- Instruction connecting the arts disciplines
- Instruction connecting the arts and other core subjects

Instruction in the arts utilizes a number of strategies, which balance teacher-directed instruction with student-centered learning. Grouping strategies allow students to collaborate and to experience the arts as performers, creators, and patrons.

The focus of instruction in all areas of arts education is to develop students' foundation skills in the disciplines(s) studied. Though the content standards identify what students should know and be able to do at each grade level, the Framework makes it clear that decisions about how best to teach the standards should be left to teachers and district staff.

### Orientation and Relationship

Orientation of the music rooms to performance space such as the Multipurpose Room and outdoor performance areas is optimal. The music room should not disrupt regular classroom teaching.

### Space Requirements—Music Classroom

- 1,000 square feet minimum
- This space will be multi-use including after school usage
- Soundproof, and properly attenuated for music
- Room for 25 students
- Carpeted
- Tackable walls
- Magnetic whiteboards and music cleft whiteboards
- Built-in sound system

- Multiple electrical outlets on walls
- Large, operable, tinted, and covered windows
- Storage space for instruments, music

### Instructional Technology (See Instructional Technology Section)



# EDUCATIONAL SPECIFICATIONS

## Welcoming Office, Wellness and Community Support

### Vision

The school office complex serves as a welcoming information center and is an integral part of the school environment; therefore, it has an attractive, inviting, interactive, and problem-solving orientation. The main entry of the building provides the opportunity to welcome and inform all students and visitors to the campus. It provides wayfinding helping students, particularly in early grades, where to go on campus. The office is also a location for school spirit and identity where the vision is promoted.

### Trends

As a community outreach and family health resource support, the school office provides information and resources. The focus on community and school partnerships requires a welcoming atmosphere and space to facilitate cooperative working relationships. Home and school communication are maximized with computer and video capabilities. The office space is flexible for multiple uses and various groupings.

The information disseminated from the office team supports and enhances knowledge of programs available at the school for parents, visitors, students, and staff.

### Teaching and Learning Activities

Generally, there will be a school secretary and clerks (as allowed by hiring formula). The office team is responsible for meeting and greeting parents, teachers, students, and visitors daily. The office is a space where design must be for safety and be welcoming and inviting. Other duties of the clerical staff include: bookkeeping, making bank deposits, filing, answering phones and intercom, registering, computer work, using copy machines, maintaining student records, receiving visitors, supervising waiting area, monitoring student injuries and illnesses, maintaining inventory of office and classroom supplies, sorting school mail, preparing reports, and completing other activities as needed. There is a connection between the health services area and the general office area.

Health services staff treat individual children and interview and counsel parents and teachers. A private space is needed for this function in the office complex.

### Space

- A reception area that can accommodate at least four (4) visitors/students
- A general office area that accommodates up to two (2) staff members
- A health services office with room for a cot and medical storage, and provides confidentiality

### Technology

- Technology needs in the office require multiple networking jacks to link numerous machines
- Copy and digital duplicating machines
- Printers networked and shared
- Other new technology as trends dictate

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## Display

- Tackable walls for student work displays
- Monitor in the reception area for school news display

## Cabinets and Storage

- Lockable file cabinets for cumulative student records as well as other confidential information
- A built-in safe which includes lockable drawers
- Lockable storage closet for office supplies
- Adjustable open shelving space
- Fireproof cabinets for permanent records
- Lockable cabinet(s) in health clerk station

## Utilities

- Sinks with hot and cold water in health clerk station
- One (1) analog phone line for emergencies, which could be used as a dedicated fax
- Electrical outlets: multiple wall, floor, and counter

## Furniture and Equipment

- Refrigerator, freezer, icemaker in the health clerk station and in office area for office staff
- Copier, digital duplicating machine, paper cutter and trimmer
- Two (2) cots—one built-in, one foldable—in the health clerk station

## Signage

- Office signage should be visible from the entry areas of the school such that students, parents and staff know where to go for school administration



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# EDUCATIONAL SPECIFICATIONS

## Elementary Office—Administrative Team, Principal

### Vision

The office of the principal radiates a friendly, professional atmosphere with flexible spaces for individual and group conferences. Security, privacy, and collaboration potential are important aspects of the office design.

### Trends

The administrative team provides leadership and support to teachers. The principal's office is multifunctional to accommodate site-based management, leadership team, technology, and community partnership activities. Management of school security and student safety is addressed in the design.

### Curriculum To Be Taught

The principal provides instructional leadership, school management, facilitation for educational reform, and supervision of curricular and student outcomes.

### Teaching and Learning Activities

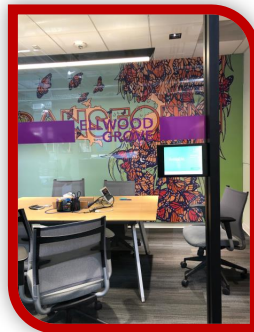
The administrative team works with students, parents, staff, and community members to plan, monitor, and communicate curricular goals. Communication and professional growth opportunities are monitored through conferencing.

### Orientation and Relationship

The principal's office is situated for internal observation of the campus for students and school functions. A conference room able to seat no fewer than eight (8) people is located adjacent to the principal's office. Phone, video, and full technological capabilities are provided. This office is accessible to the public and the staff. All interior doors have windows.

### Space Requirements

- Office should 200 square feet and accommodate an executive or stand-up desk, credenza, filing cabinet, bookcases, networked computer workstation and printer, and a small, round table able to comfortably seat four (4) people
- Windows allow a line of sight for supervision of students
- Walls have tackable surfaces
- The Conference Room accommodates 8-12 people. It provides collaborative space for parents, teachers, and administrators. It has an overhead short-throw projector or monitor, matte whiteboard, computer and video capabilities, phone, and sink.



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### Technology

- Each staff will have access to iMac desktops and/or laptop computer with access to printer
- Wireless access point and network drops

### Cabinets/Storage

- A lockable closet for coats, sweaters, and other personal belongings is needed; bookshelves, drawers, and file storage are within the closet

### Utilities

- Plentiful electrical outlets on all walls and the counter are necessary. No less than two locations on opposite walls should be provided for phone and data jacks.

### Furniture and Equipment

- Include all necessary furniture and equipment to meet the professional standards of the administrative complex. Consider the most efficient, space saving, and flexible furniture to best utilize space.
- Space for table and four (4) chairs in principal's office



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# EDUCATIONAL SPECIFICATIONS

## Elementary Office—Staff Collaborative Space

### Vision

The staff workroom provides areas that focus on a variety of activities of professional preparation including research, planning—both independently and collaboratively—preparing materials, and reflective and interactive activities. Both parents and staff members utilize the staff workroom.

### Trends

The staff workroom facilitates the preparation of materials by both parents and staff using the latest technological tools. Trends indicate that the workroom will also be used for staff research and professional development. Access to computer networks (school, district, nationwide) is important.

### Activities

The activities in the staff workroom include a variety of interactions that require the need for quiet areas as well as areas for machine use. Many teacher-prepared materials, including art projects, originate from this room.

### Orientation and Relationships

The staff workroom is adjacent to the school office providing easy access by office staff. Also, the workroom can be adjacent to the school lounge. Floor space is large enough to accommodate several small tables at which to work and sit in comfort.

### Space Requirements

- 400 to 500 square feet
- Counter space to accommodate a variety of small office machines
- Racks for accommodating butcher paper

### Technology

- An iMac desktop and/or laptop is available with access to laser printer and scanner as well as network drops
- Conduit and wiring allow for implementation of latest technology and future advances

### Cabinetry/Storage

- Counters are of comfortable height for staff to prepare materials and use machinery
- Counters with laminated surfaces and storage cabinets underneath are built-in
- Upper casework is deep enough to store paper and other supplies
- Counter space has open and closed cabinets beneath
- Wall space accommodates the large equipment and cabinets
- Bookshelves are open and closed

### Utilities

- Ample electrical outlets with appropriate voltage are placed every three (3) feet around the counters and walls to supply the many pieces of electrical equipment
- Dedicated circuits are provided for copy and digital duplicating machines

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- There is a small sink with hot and cold running water and a small counter area for a coffeepot

### Furniture and Equipment

- Station for up to three (3) laptop connections
- Bookcases are available for professional development materials
- Equipment includes copy machine(s), digital duplicating machines, a freestanding laminator, paper cutters, die cutter, book binding machines, computers, printers, scanners, phones, and electric staplers



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# EDUCATIONAL SPECIFICATIONS

## Elementary Office—Staff Lounge

### Vision

The staff lounge is an important area that provides a space for teachers and other staff members to collaborate, relax, dine, discuss professional topics, hold formal and informal meetings, and prepare for interaction with students. In addition, the staff lounge is often the focal point for viewing and sharing information on professional development, district, and school news. This room is also utilized as a meeting area for the whole staff.

### Trends

Staff rooms adjacent to private outdoor patio areas are becoming prevalent. Some schools are experimenting with student-created lunches such as salads or sandwiches for sale to staff members. Some schools are also exploring physical fitness programs and equipment for staff members.

### Activities

Activities, which occur in the staff lounge, include:

- Relaxation on break and lunch period
- Preparation and storage of staff meals
- Dining
- Viewing of areas (such as monitors or bulletin boards) that provide updates on district postings, staff development opportunities, and school news

### Orientation and Relationship

Since the staff lounge often serves as the “hub” for all staff members, it is important that it is in an area of campus readily accessible to all members. Staff mail and message boxes are in or near the staff lounge to allow members to quickly and frequently check for mail and messages. Also, staff restrooms are located near the staff lounge. The staff lounge is adjacent to the office complex.

### Space Requirements

- 450 square feet
- There is adequate space for dining
- The staff room should provide table seating for no less than 15 to 20 adults. Additional seating on couches and easy chairs is also provided

### Technology

- Networked iMac desktops and/or laptop computer and printer

### Cabinetry/Storage

- Adequate storage exists for food preparation materials and utensils, as well as for other items needed for serving food such as coffee pots, bowls, plates, silverware, and tablecloths
- Storage space should also be provided for educational materials used by all staff members

### Utilities

- The double kitchen sink provides both hot and cold water as well as a garbage disposal
- Electrical outlets should be located at convenient intervals along the walls, particularly in the food preparation area
- Additional voltage is provided to accommodate all appliances
- Water lines are provided for icemakers and drinking fountain
- Phone access is also available

### Furniture and Equipment

- Refrigerator and freezer with ice makers
- Microwave
- Double sink with garbage disposal
- Dishwasher
- Oven
- Coffee maker
- Cooking and serving utensils
- Tables and chairs to accommodate 15 to 20 adults while eating
- Soft furnishings
- Bulletin board or video monitor
- Drinking fountain
- Bottled water dispenser
- “Instant” hot steaming water access



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# EDUCATIONAL SPECIFICATIONS

## Parent Center

### Vision

Each elementary site will have a Parent Center or space for families and volunteers. The Parent Center's mission is to foster strong partnerships between teachers, families, administrators, students, and community partners through open dialogue, inclusive spaces, ongoing learning, and shared responsibilities that drive and unify the school community.

### Trends

Family engagement is key to a healthy and thriving school. Decades of research show that when parents are involved in their children's education, students have higher grades, test scores, and graduation rates; increased motivation and better self-esteem; better attendance; and decreased use of drugs, alcohol, and violent behavior. A recent article on the early successes of the LeBron James' I Promise School in Akron, Ohio, one of the "secret sauces" is the parent resource center that provides parents with G.E.D. preparation, work advice, health and legal services, food and even a quarterly barbershop.

### Curriculum and Anticipated Use

The Parent Center provides an area for families to gather, gain resources, connect with staff, and become involved contributors of the school community.

### Orientation and Relationship

The Parent Center orients to the front of the school near administration so that parents and students can easily access. There should be access to adult restrooms nearby.

### Space Requirements

- 400 to 600 square feet
- Ample space and storage are needed for multiple adults that will be sharing the areas
- Tackable walls for displays
- Carpeting

### Technology

- Full access to technological devices and outlets for adequate electrical service, including telephones, electrical outlets, alarm system, HVAC, and network drops

### Cabinetry/Storage

- Flexible, movable and ample
- Lockable storage, including coat closet, and adjustable open shelving

### Utilities

- A sink and counter space for coffee pot, small refrigerator
- Plentiful electrical outlets

### Furniture and Equipment

- Movable partitions to create smaller spaces
- Soft furnishings
- Movable tables and chairs

- Movable computer tables
- Bookshelves
- Desks for staff or volunteers



Parent Center Example

# EDUCATIONAL SPECIFICATIONS

## Student Support Program and Services

The common thread connecting all the special needs programs is to provide appropriate access for all students to the general curriculum. Such programs should work collaboratively to seamlessly meet student needs rather than in a piecemeal or duplicative way. The space for these programs can be shared and must be flexible. Not all services will exist in any one school but, if the need for them arises, they must be provided. Therefore, appropriate facilities must be considered in planning. GUSD has four intensive special education programs: autism focus at Kellogg; intellectual disabilities focus at Mountain View; behavioral focus at Ellwood; and, communications impaired at Brandon.

### Vision

Special support programs work together to deliver services based on student needs rather than program description. The vision for each site is based on the unique needs and priorities of the community that the school supports.

These federal, state, and general fund programs include Special Education, Title I, grants, and English language development. Ideally, future funding and building resources come through joint use with other agencies such as private industry and county services already serving the local community needs.

Support programs and services include a variety of activities supplemental to, or in lieu of, the general education program. Typically, they are provided to address students' learning rates or styles, which do not respond adequately to the general program. They may also address the needs of students from homes where a language other than English is spoken and (or) where home support is limited.

A description of support programs and services follows.

### Trends

Reflecting changes in society, more and more children require specialized support. In addition to students who are eligible for special education programs and services, there is a growing population of students with a wide range of needs that require support service.

### Curriculum To Be Taught

Since the aim of support programs and services is to enable students to succeed in general education, all basic subject matter is taught. Also, social and study skills are included. Some services, such as occupational therapy, physical therapy, and counseling address functional skills or other areas. These student needs must be met before academics can be approached. Modifications in materials, manipulatives, and computers may be necessary to accommodate individual needs.

### Teaching and Learning Activities

In self-contained or pullout settings students may work individually or in small groups. A high adult-to-student ratio necessitates space for co-occurring multiple activities. The varying skill levels of students served at any given time also calls for space for the adults to move among individuals and groups to aid and monitor independent workers and students coming and going. Provision for noise attenuation and ventilation is included.

With the increasing trend for students to be fully included in general education classrooms, an

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additional adult may provide services to a single student or a small group of at-risk students within a general education classroom. Provision for a small annex adjacent to the larger classroom where support personnel can work with individuals or small groups is needed. This space should include lockable storage areas for the personnel using this shared space.

### Orientation and Relationship

An area where spaces can be created to house the necessary support programs and services is essential. Not all programs and services will exist at a specific site.

Support spaces are located near the general education classrooms to provide convenience and ease of supervision as students move between support spaces and classrooms.

The responsibility for monitoring ill students often falls to office staff. The room for ill students has an adjacent restroom and has a lockable cabinet for medications. The campus has a restroom for use by students with disabilities requiring toileting assistance and (or) a lift station.

### PROGRAMS

#### Special Education Academic Programs

Children with special needs are provided a full continuum of program options to accommodate individual student's characteristics, needs, abilities, and interests within the least restrictive environment.

Space needs include one-on-one testing and instruction, confidential meeting space, space for small groups, and classroom size facilities. Due to specific learning disabilities of some students, it is necessary to provide acoustic insulation and good lighting, as well as access to telephones, intercoms, and administrators. Toileting may be required. Handicapped access and full ventilation are particularly needed. Flexible space is needed in schools to provide for changing needs of students and programs.

#### Special Day Class

Special Education serves students academically through self-contained classrooms (SDCs) for students requiring a more intense (more than 50% of the day) level of service. The classrooms may house students with learning or language deficits who are typically ambulatory and able to move about a campus independently. The self-contained classroom may also house students with severe handicaps requiring a need for adequate space for wheelchairs and gurneys. Close-by and accessible restrooms are essential for such classrooms. A classroom designed for severely handicapped typically serves students from several feeder schools. Some classrooms may require special features including an enclosed student restroom, an area for a washer and dryer setup, and a "home" kitchen area for basic student instruction.

Special day classrooms are at least the same size as regular education classrooms and are properly equipped for the students who will occupy the space, for their ages, and for the types of disabling conditions. The square footage allowance in Education Code 17047(a) is used as a guidance for the design of the classroom space and other space on the campus to support the special education program such as speech, psychologist, counseling, and conference. A conference area is available for the annual Individualized Education Program (IEP) meetings for each student. SDCs are distributed throughout the campus with age appropriate regular education classrooms. A cluster of two SDCs may be considered if support or auxiliary services (example bathroom, feeding, physical, or occupational therapy) are needed to serve the

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# EDUCATIONAL SPECIFICATIONS

students throughout the day (*State of California, Department of Education, Title 5 Requirements*).

**Resource Specialist Program (RSP)**

Students who can function adequately in a general classroom for more than half of their school day are served through RSP. Students may receive services in a resource room or learning center where they go for special help. The resource specialist or instructional assistant may also go into their classrooms to provide supplemental help there.

Resource Specialist space is provided between 240 and 960 square feet depending on the number of students served.

Special education also includes numerous services, which provide support of various types to students in general education classes and special education programs. These include:



Foothill School

**Speech and Language**

Language, Speech and Hearing (LSH) services see students individually or in groups of up to about six students. These students frequently have poor auditory processing and comprehension skills. Depending on the student's assessed need, services may be provided either in the classroom or a quiet environment.

Each elementary school will have a Speech and Language space that includes a desk area for the therapist and small group instruction area for four (4) to six (6) students and should be a minimum of 200 square feet.

**Psychological and Counseling Services**

The school psychologist tests students individually and counsels students individually or, less frequently, in small groups. Conversations with parents in person-to-person meetings and

telephone conversations are confidential. A private, quiet space with minimal distractions is essential.

Each elementary school will have a psychologist space that includes a desk area for the psychologist and a small group instruction area for four (4) to six (6) students and should be a minimum of 150 to 200 square feet. There should also be space for social workers and counseling interns.

Each site should have two (2) additional counseling offices for intervention programs. These offices include a desk area for the interventionist and small group instruction area for four (4) to six (6) students and should be a minimum of 150 to 200 square feet.

**Additional Services**

Services under this umbrella include adapted physical education, occupational therapy, physical therapy, vision impaired services, specialized nursing, and mental health support. All services may be provided at a school if such services are part of a student's individualized educational program. They occur in a classroom or shared space. In some cases, they may require privacy. The requirements of these services vary, affecting the amount and type of space needed.

**Space Needs**

- Life skills area at Mountain View and Kellogg
- Movable walls and partitions create smaller spaces, some of which should be soundproof
- Ample space and storage are needed for multiple adults that will be sharing the areas
- Some full-size classroom areas are needed
- Good ventilation and natural lighting
- Restroom facilities, water, and sinks with tempered hot water are readily accessible when necessary to meet specific program needs
- Tackable walls, and magnetic whiteboards with sliding bulletin boards that move over the whiteboards when not in use

**Technology**

- Because of special needs and the changing nature of needs, there is full access to technological devices and outlets for adequate electrical service, including telephones, electrical outlets, alarm system, HVAC, and network drops for iMac computers access to school network

**Cabinetry/Storage**

- Flexible, movable, and ample
- Lockable storage, including teacher coat closet, and adjustable open shelving
- Adjustable student cubbies
- Ample storage space is essential due to the multitude of materials and equipment that are used to teach all grade levels with a host of special needs

**Utilities**

- Hot and cold water where necessary to meet specific program needs



# EDUCATIONAL SPECIFICATIONS

Department of Education, *Model School Library Standards for California Public Schools*). Above all Libraries are for fostering the love of reading

#### Teaching and Learning Activities include:

- The Learning Hub (library) is connecting students to the Common Core. It should be integrated and connected to the learning objectives occurring in the classroom.
- Whole class instruction and application of library and reference skills in all curricular areas
- Seat work—individual and small group projects
- Selection and checkout of library materials for research or pleasure
- Dramatic activities including story time, puppetry, rhymes, and chants
- Recreational and leisure reading
- Displays of student work such as writing and art projects
- Electronic research using computers, direct access to the internet, and other equipment
- Video and multimedia production projects (different than the Maker Space)
- Access to outside research databases via the school. District network and internet connections

#### Orientation and Relationships

The library is centrally located on the school campus. It should have adjacent collaborative spaces for Certificated Tutors, students, and small group instruction. Ease of access by students from the playgrounds and classroom spaces during recess times should be considered. Nearby areas include restrooms. The library's location should be easily accessible by the public for after hour programs including student enrichment programs.

#### Space Needs

All elementary libraries should be at minimum the size Brandon School's library, 1,730 square feet. A central area for seating and large group activities accommodates at least 40 students or teachers seated at tables. Individual study areas on the perimeter are available for eight (8) or more students. Librarian's workroom includes storage, work surfaces, WIFI and data communications. Large window space in the main area adds to the appeal and comfort of the library as a reading and meeting room; however, provisions are made to darken the room partially or entirely when projection equipment is in use.

#### Technology

- An iMac computer with barcode scanners and printer for library management system at the circulation desk
- Appropriate software for circulation and catalog functions
- Catalog stations for student use
- Five (5) library reference computers and printers with internet access for on-line reference and other telecommunication activities
- Video equipment for production, recording, and dubbing
- Network drops are located throughout the room
- Power, phone, and computer cables in raceways are protected and do not interfere with counter activities

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#### Cabinetry/Storage

- Sturdy, adjustable non-pressboard perimeter shelving with a maximum height of 5'
- Space for some portable shelving that could be mobile
- Shelf space next to circulation counter for books in process
- Locking storage cabinets for supplies and other valuables
- Built-in shelving that is an appropriate height for elementary students
- Interior shelving is half-height to provide for appropriate supervision

#### Utilities

- Wall outlets throughout library for power
- Adequate lighting with maximum adjustability
- Thermostat for control of central heat and air
- Sink and running water in librarian's workroom or at edge of library
- Power available for staplers, laminators and other machinery including possible 3-D printers

#### Furniture and Equipment

- Adjustable mobile furniture that can be easily grouped into different arrangements
- Comfortable places for reading
- Wall mounted TV(s) that can be hooked up to laptops/chrome books and used as monitor(s)
- Large 8-foot pull-down screen with matte finish mounted on ceiling near main seating area to be used for interactive projector, video, and other visual presentations
- Library circulation counter with drawers, shelves, working surfaces, built-in book return slot and rolling box. The counter has space for a computer and scanning systems for library circulation, including built-in electrical
- Worktable and desk for library staff
- Anti-static stain resistant carpeting
- Comfortable places for reading
- Blinds for all windows
- Drafting type angled-top table for laying out large books, maps, projects
- Display space for viewing special projects, books, school awards, etc.



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# EDUCATIONAL SPECIFICATIONS

## Commons (Multipurpose Room) & Warming Kitchen

### Vision

The Multipurpose Room and kitchen provide a warm, friendly environment where children and adults are involved and comfortable in various school and extracurricular activities including drama, dance, and music performances, physical education activities, school sports, assemblies, rallies, school educational films and videos, promotions, and food services. Also, this area is utilized for numerous community activities. An indoor stage area facilitates the many activities listed above. Also, as space and program allow, an outdoor stage area or amphitheater is provided for school and community activities and performances involving the entire school and community population.

### Trends

Changes in nutrition requirements as well as the involvement of children in making decisions regarding food choices have an impact on how the food service is operated. Food bars with fresh fruit and vegetables for elementary students are increasingly common. Current trends are also showing an increased use of school facilities by the community for numerous and varying events.

### Curriculum To Be Taught

A variety of curriculum areas is addressed in the Multipurpose Room including physical education, fine arts, nutrition, and food preparation. In addition, assemblies, meetings, and community events are held here. Art can be displayed here. The room itself is visually appealing and architecturally inspiring.

### Teaching and Learning Activities

The teaching and learning activities taking place in the multipurpose facility are varied. Physical education instruction and activities include basketball, volleyball, tumbling and gymnastics, movement, intramural sports, and various indoor games. Fine arts instruction and activities include drama, music, band, chorus, dance, art, and art displays on tackable walls and in art displays. Performances and exhibits take place as well.

Rallies, assemblies, and special programs for large groups and meetings for both large and small groups are held in the multipurpose facility.

### Orientation and Relationships

Due to numerous activities that take place in this area (especially daily dining), the Multipurpose Room is located as an integral part of the rest of the school. Playgrounds and fields are adjacent for easy access after the children are dismissed from lunch. The Multipurpose Room is adjacent to the "school hub". Parking for school and community use is easily accessible.

The indoor and outdoor stage areas are raised or portable and are adjacent to one another. Stairs extend the width of both indoor and outdoor stages.

Restrooms and drinking fountains are within the Multipurpose Room building (i.e. accessible without having to go outside). This is especially important for safety and security after dark and for facilitating after-school and community events. Telephone and campus computer network jacks are inside the serving kitchen and on the stage.

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The student entrance to the Multipurpose Room is easily accessible from the classrooms. There is also public access from the parking lot for community use of the facility. When planning circulation patterns to and from parking areas, safety of the users is paramount.

The kitchen is accessible to a driveway and close to the street entrance to facilitate deliveries by large trucks and to keep delivery vehicles away from foot traffic. The kitchen is separated from the main floor of the Multipurpose Room. The garbage area (i.e. dumpster) is easily accessed from the kitchen and the dining areas, is fenced or otherwise isolated, and is away from foot traffic areas. The garbage collection area is placed so that it is not the main feature that is viewed from the street.

A speed line for serving students quickly and efficiently is located in a separate area of the Multipurpose Room.

An optional outdoor eating area with rain and sun shelter is located near the table storage area, which also has outside access.

### Internal Traffic

The entrance is located so that children have plenty of room to line up to receive lunches through a speed line delivery where hot and cold food will be displayed and dispensed. There is room for children to flow around both sides of a serving table or a food bar in such a way that it does not interfere with the actual seating area. The students buying lunches are served quickly. The serving area is located away from the stage area if activities are taking place on the stage during the lunchtime. Data outlets are located at the end of the serving line to provide for computerized selling of lunches and as a redundancy for Wi-Fi. The kitchen is located next to the serving area with a door and windows between for supervision. Numerous arrangements are present for students disposing of waste and recycling possibilities.

The kitchen is designed so that activities do not interfere with each other (i.e. deliveries do not cross over with people preparing food for the lunch service, dish washing is not interfering with the food preparation area, etc.). The kitchen is large enough so that carts can easily be rolled around for various functions.

The main student entry should be accessible from the school quad area. The main student exit should be adjacent to the playground.

### Space Needs—Multipurpose Room

The Multipurpose Room is generally sized at seven (7) square feet per student, is large enough to accommodate assemblies as required, and will accommodate the entire student population theater style. All students can see the stage areas for assemblies.

### Technology and Sound System

- Controllable sound system with expansion capabilities is of high quality for speech, vocal, and instrumental musical presentations to all areas of the room
- Wall mounted speakers
- Wall and floor mount jacks for microphones
- Hanging microphone system and jacks are in place

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# EDUCATIONAL SPECIFICATIONS

- Wall-mounted amplifier-mixer has at least two auxiliary inputs on side stage in lockable cabinet
- Acoustics of the highest level possible for sound control (including on the walls as well as in the ceiling)
- Conduit and jacks are available for video broadcast and computer access near front and back of room

**Air Quality**

- Air Quality in the Multipurpose Room is important and is a space that should have priority for HVAC

**Lighting**

- Stage lighting with overhead spots with dimming control
- Theater lights with light control board (portable with jack at rear of Multipurpose Room opposite stage and on the side of the stage)
- Remote controlled spotlights
- House lights with dim control
- Blinds or curtains for darkening room

**Storage**

- Storage space for folding chairs and folding tables with benches appropriate for the size of the school. (Table storage should be accessible for both inside and outside for optional outdoor dining.)
- Storage space adjacent to the stage to include areas and rooms for storage of audio and visual equipment, PA system(s), instruments, drama props, costumes, and materials, and PTA supplies and equipment
- Musical instrument storage
- Custodial room with mop sink for storage of mops, garbage cans, etc.

**Utilities**

- Restrooms and hydration stations
- Fire and security alarm system on separate zone
- Numerous electrical outlets on and around stage
- Adequate ventilation and cooling on stage as well as Multipurpose Room
- Electrical outlets placed around the perimeter of Multipurpose Room

**Furniture and Equipment**

- Fold-up dining tables
- Serving tables
- Folding chairs for theater style seating and multi-tier racks for storing them
- Wall clock(s) on stage and in multi-purpose room areas
- Large, motorized theater screen
- Operable darkening curtains on outside windows to provide flexible lighting conditions
- Stage curtain placement allows sufficient movement of performers, particularly in back and off-stage areas

- When possible, outdoor speaker and lockable microphone jacks are available to facilitate outdoor performances, including audio-visual capabilities
- Lighting is adequate for evening and night events
- Four electrical outlets are available on either side of the outdoor stage

**Space Needs—Kitchen**

- Kitchen size of up to 425 square feet for up to 500 students is recommended.
- Flooring should be non-skid
- Doorways between the kitchen and speed lines must be wide enough to accommodate speed line equipment that is 42 inches wide
- A three-compartment sink with a “booster” for hot water
- A hand-washing sink
- Wall-mounted dispensers

**Technology**

- Computer terminal in the kitchen and near the serving area with network access
- An access point for mobile cashier stations

**Storage/Cabinetry**

- A dry storage room
- Space to store movable carts out of the traffic patterns when they are not in use
- Undercounter storage to accommodate specific small equipment and supplies
- All drawers and cabinets are for food service use only and must be lockable

**Utilities**

- Electrical outlets to accommodate kitchen equipment
- Adequate ventilation in the kitchen (heating and air conditioning), exhaust fans for ovens
- Numerous electrical outlets in the kitchen for existing and future equipment needs
- One (1) electrical outlet at the cashier’s station in the speed line (drop down or floor outlet)
- At least two (2) electrical outlets for food cart equipment for speed line

**Furniture and Equipment**

- Roll-in refrigerator and freezer and 16 crate milk coolers
- Overhead cabinets (built-in)
- Cash safe
- Preparation table
- Office equipment (desk, chair, file cabinet, printer)
- Rethermalizer units (one (1) at schools serving less than 288 meals, two (2) at schools serving more than 288 meals)
- Shelving, various units (dry storage; walk-in)
- Dishwasher and water softener

# EDUCATIONAL SPECIFICATIONS

## Physical Education

### Vision and Program Statement

The physical education (PE) programs are designed for grades K–6. PE is taught daily and is coeducational. The programs teach skills, physical fitness, and provide a foundation for developing lifelong activities. Due to food service needs, the Multipurpose Room use for PE activities is limited and occurs primarily during inclement weather.

### Trend

Children are less fit than they have been in the past. This growing trend indicates a strong need for programs that emphasize overall fitness and a need to develop an interest in maintaining lifelong fitness activities.

### Curriculum and Anticipated Use

The *Physical Education Model Content Standards for California Public Schools* adopted by the State Board of Education in 2005 establishes learning goals and objectives for physical education including a sequential, developmentally appropriate curriculum designed to help students acquire the knowledge, skills, attitudes, and confidence needed to adopt and maintain a physically active, healthy lifestyle.

The five overarching model content standards for elementary and middle school students are as follows:

- Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
- Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.
- Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

In elementary school the content standards emphasize the way in which students move through space and time in their environment, the way in which the student and a partner move in space together, the continuity and change in movement, the manipulation of objects in time and through space, and the manipulation of objects with accuracy and speed.

### Orientation and Relationship

The Multipurpose Room is used for physical education during inclement weather and adaptive physical education programs. Blacktop playground areas are between grass fields and school classrooms. Supervision of play fields is not obstructed by buildings or objects that impair observation.

### Space Requirements

The combined playground areas are large enough to accommodate no fewer than 200 to 300 K–to 5–grade students engaged in various activities at any one time.

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The kindergarten complex has 5,500 square feet of turfed area; 4,000 square feet of paved area and 2,500 square feet for apparatus (approximately ¼ acre) if site acreage allows.

Assuming a 12-acre site (where possible), the upper grades may have up to four (4) field areas ranging from 90' x 120' to 180' x 180', hard court areas ranging from 60' x 75' to 80' x 100', and apparatus areas covering approximately 0.6 of an acre. The total acreage for physical education is approximately eight (8) acres per CDE "School Site Analysis and Development." If the site size is less than 12 acres, then approximately 60% of the site should be devoted to physical education.

### Storage

A PE equipment storage room should be provided (10' x 10') as close as possible to the playground area. The access door is split horizontally is best for a checkout station. An organized storage system ensures maximum holding capacity.

### Utilities

Rehydration stations and bathrooms near blacktop, field areas, and play areas are within view and supervision of yard supervisors. Covered electrical outlets are available to play areas (e.g. on the outside walls of the nearest classroom). Outdoor water couplers are available in at least one convenient location on each building.

### Furniture and Equipment

Playground equipment is of modular variety and meets or exceeds all current CPSC, ASTM guidelines.

Landing material complies with all ADA requirements and is of sufficient depth to absorb falls from the equipment to provide maximum safety.

Blacktop surface may include:

- Play structures that meet ADA access
- Basketball or wall ball courts
- Tether ball poles of varying heights
- Volleyball courts
- Four square courts
- Kickball courts with painted bases
- Sufficient space to include other games, including circle games, dots, line games, hopscotch, relay race lines, etc.

Turf fields may include the following.

- One (1) to two (2) soccer fields with portable goals
- Softball fields with backstops
- ¼ mile track with appropriate surface if appropriate for site
- Several benches or picnic tables shaded by trees and/or shade structures

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# EDUCATIONAL SPECIFICATIONS

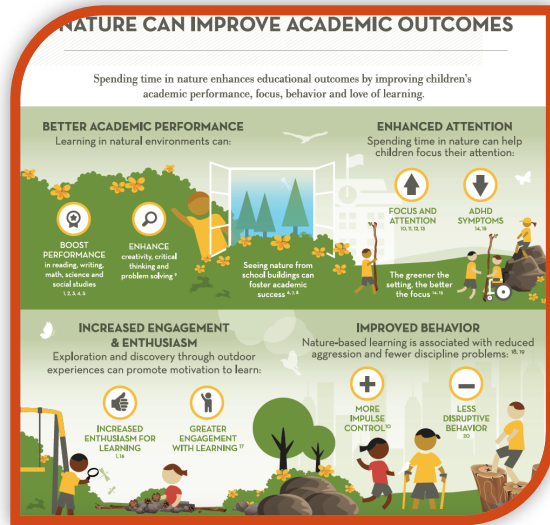
## Outdoor Learning Spaces

### Vision and Program Statement

Each GUSD elementary will have at minimum an outdoor learning space that can connect children with nature as well as encourage interactive, hands-on learning. Each space will allow teachers and students to explore concepts such as teamwork, cooperative learning, nutrition, fitness, dramatic play, and much more.

### Trend

According to Richard Louve in the *Last Child in the Woods, Saving Our Children from Nature - Deficit Disorder*, the childhood link between outdoor activity and physical and emotional health is clear: "Children need nature for the healthy development of their senses, and, therefore, for learning and creativity." Howard Gardner, a professor of education at Harvard University, developed his influential theory of multiple intelligences in 1983 and added an eighth intelligence recently: Naturalist intelligence ("nature smart"). Nature is a place to use all the senses and to learn by doing. Research has shown that greening schoolyards can also play an important role in promoting the physical, cognitive and social-emotional development and wellbeing of children.



Source: Children in Nature Network: <https://www.childrenandnature.org/learn/tools-resources>

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## Curriculum and Anticipated Use

The Outdoor Learning Space will allow students to extend their content learning (math, English Language Arts, science, social studies) outdoors. While outdoor learning spaces are taking many forms well beyond the play structures of the past, GUSD is concentrating first on developing outdoor classrooms followed by outdoor play areas or tinker areas, all of which promote curiosity and exploration. Outdoor learning and play spaces are used by every grade from preschool to sixth grade and vary for developmental levels.

## Orientation and Relationship

Outdoor learning spaces are adjacent to indoor learning spaces or classrooms as readily as possible for connection to the outdoors easily. Outdoor play spaces can be placed further from indoor classrooms and buildings.

## Space Requirements

Space requirements will vary based upon the type of outdoor learning space created. At a minimum it is recommended:

### Outdoor Learning Space (Classroom Extension)

- Formally designate the outdoor learning area
- The outdoor learning space as seating and tables or writing areas for 20-28 students
- The outdoor learning space has white boards (could be mobile)
- The outdoor learning space is shaded or has natural shade
- The outdoor learning space has Wi-Fi connectivity



Credit: Prakash Nair, Fielding Nair Architects

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# EDUCATIONAL SPECIFICATIONS

## Outdoor Play / Tinker Area

- Formally designate the outdoor play/tinker area
- The outdoor play/tinker environment has outdoor gross motor features (e.g., climbing features or looping pathways)
- The outdoor play/tinker area could be a garden area
- The outdoor play/tinker environment includes natural features that enrich children's play and learning such as: non-toxic trees, shrubs, or vines; topographic variations (such as mounds, terraces, slopes); a variety of ground surfaces (mulch, grass, pebbles); smooth rocks, wood or logs; non-poisonous flowering plants or garden plants and vegetables; birdfeeders, bird baths and birdhouses
- The outdoor learning environment includes a diverse selection of plants and habitats representative of local flora and fauna
- An outdoor water source for irrigation is available
- The outdoor play/tinker environment has a looping pathway and wheeled toys
- Consumption of fruits and vegetables grown on site is expressly allowed
- Professional development for enhancing and utilizing the outdoor play and learning environment is provided
- Each center has outdoor space of at least 75 sq. ft. per child

Source: International Journal of Early Childhood Environmental Education, 3(1) Copyright © North American Association for Environmental Education ISSN: 2331-0464 (online)



Museum of Natural History, Santa Barbara, outdoor space, credit: Museum of Natural History webpage

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## Acknowledgements

The following members of the Educational Specifications Committee provided their time and expertise in the development of the Educational Specifications:

Name	Entity Represented
Carin Ezal	Trustee
Danny Fitzgibbons	Parent/Classified
Robin Gose	President and Chief Executive Officer MOXI
Alton Green	Parent/District Advisory Committee
Juri Holmes	Upper Grade Teacher, Foothill
Mary Kahn	Assistant Superintendent, Instructional Services
Donna Lewis	Superintendent
Maria Lorenzana	Preschool, Ellwood
Richard Mayer	Trustee
Mary Paterson	Primary Teacher, Kellogg
Felicia Roggero	Principal, Foothill
Ned Schoenwetter	Principal, Ellwood
Mojdeh Senzamici	Special Education Teacher
Cressida Silvers	Parent/District Advisory Committee
Sonia Sparre	Transitional Kindergarten Teacher, Isla Vista
Nathan Streeper	Library Media, Brando
Conrad Tedeschi	Assistant Superintendent, Fiscal Services



Educational Specifications Committee, 2019

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A | EDUCATIONAL SPECIFICATIONS

# APPENDIX B

BUDGET SUMMARY

C | SURVEY RESULTS



GOLETA UNION SCHOOL DISTRICT | APPENDIX B  
**BUDGET SUMMARY**

GOLETA UNION SCHOOL DISTRICT  
**2019 Facilities Master Plan**  
**Project List & Budgets**  
 January 30, 2020



The following is a list of projects that have been identified as important to the master planning of the District, and their projected budgets. This list is for general planning and budgetary purposes. The budgets shall be further refined as the prioritization and timing of the projects is further developed. This list shall be updated regularly as regulatory requirements, funding opportunities and economic conditions change.

Color Legend
Health & Safety
Modernization (Partial State Match)
Program Requirements/Parity Wish List

Budgeting Legend	Cost (per SF)
Sitework	\$ 50
New Shade Structure	\$ 150
Interior Finishes	\$ 100
Interior Renovation	\$ 250
New Simple Building	\$ 350
New Complex Building	\$ 450

Brandon Elementary School	Current Estimated Project Cost	3 yr (2023)	5 yr (2025)
		Projects w/ 15% Escalation	Projects w/ 25% Escalation
A1 Roofing Replacement per Assessment	\$ 2,120,000	\$ 2,438,000	\$ 2,650,000
A2 AC Paving per Assessment	\$ 1,140,000	\$ 1,311,000	\$ 1,425,000
A3 Parking/Circulation Improvements	\$ 330,000	\$ 379,500	\$ 412,500
A4 Solar Parking Shade Structure (w/ Battery & EVCS)	\$ 2,170,000	\$ 2,495,500	\$ 2,712,500
A5 New Shade Structure in Large Playground	\$ 230,000	\$ 264,500	\$ 287,500
A6 New Shade Structure in Kindergarten Yard	\$ 230,000	\$ 264,500	\$ 287,500
A7 New Shade Structure in Garden	\$ 230,000	\$ 264,500	\$ 287,500
A8 Modernize Existing Classrooms (w/ Furniture), Admin, & Support Spaces	\$ 6,630,000	\$ 7,624,500	\$ 8,287,500
A9 Modernize HVAC (incl. Electrical Service)	\$ 1,710,000	\$ 1,966,500	\$ 2,137,500
A10 Site LED Exterior Lighting	\$ 80,000	\$ 92,000	\$ 100,000
A11 New 2,000 sq.ft. Library/Media/STEAM Center	\$ 1,550,000	\$ 1,782,500	\$ 1,937,500
A12 New Classroom Pod - 4 Classrooms	\$ 2,480,000	\$ 2,852,000	\$ 3,100,000
A13 New After School Portable Classroom	\$ 230,000	\$ 264,500	\$ 287,500
A14 Infrastructure Improvements	\$ 160,000	\$ 184,000	\$ 200,000
A15 New Storage Shed	\$ 60,000	\$ 69,000	\$ 75,000
Projects Subtotal:	\$ 19,350,000	\$ 22,252,500	\$ 24,187,500

# BUDGET SUMMARY

		Current Estimated	3 yr (2023)	5 yr (2025)
		Project Cost	Projects w/ 15% Escalation	Projects w/ 25% Escalation
<b>El Camino Elementary School</b>				
B1	Roofing Replacement per Assessment	\$ 1,930,000	\$ 2,219,500	\$ 2,412,500
B2	AC Paving per Assessment	\$ 230,000	\$ 264,500	\$ 287,500
B3	Parking/Circulation Improvements	\$ 490,000	\$ 563,500	\$ 612,500
B4	Solar Parking Shade Structure (w/ Battery & EVCS)	\$ 1,870,000	\$ 2,150,500	\$ 2,337,500
B5	New Shade Structure in Large Playground	\$ 230,000	\$ 264,500	\$ 287,500
B6	New Shade Structure in Kindergarten Yard	\$ 230,000	\$ 264,500	\$ 287,500
B7	New Shade Structure in Garden	\$ 230,000	\$ 264,500	\$ 287,500
B8	Modernize Existing Classrooms (w/ Furniture), Admin, & Support Spaces	\$ 4,900,000	\$ 5,635,000	\$ 6,125,000
B9	Modernize HVAC (incl. Electrical Service)	\$ 1,320,000	\$ 1,518,000	\$ 1,650,000
B10	Site LED Exterior Lighting	\$ 80,000	\$ 92,000	\$ 100,000
B11	New 2,000 sq.ft. Library/Media/STEAM Center	\$ 1,550,000	\$ 1,782,500	\$ 1,937,500
B12	2 New Classroom Pods - 4 Classrooms per Pod	\$ 4,960,000	\$ 5,704,000	\$ 6,200,000
B13	New After School Portable Classroom	\$ 230,000	\$ 264,500	\$ 287,500
B14	Infrastructure Improvements	\$ 160,000	\$ 184,000	\$ 200,000
B15	Demolition of 1 Portable Building	\$ 10,000	\$ 11,500	\$ 12,500
Projects Subtotal:		\$ 18,420,000	\$ 21,183,000	\$ 23,025,000
<b>Ellwood Elementary School</b>				
		Current Estimated	3 yr (2023)	5 yr (2025)
		Project Cost	Projects w/ 15% Escalation	Projects w/ 25% Escalation
C1	Roofing Replacement per Assessment	\$ 3,380,000	\$ 3,887,000	\$ 4,225,000
C2	AC Paving per Assessment	\$ 310,000	\$ 356,500	\$ 387,500
C3	Parking/Circulation Improvements	\$ 930,000	\$ 1,069,500	\$ 1,162,500
C4	Solar Parking Shade Structure (w/ Battery & EVCS)	\$ 2,120,000	\$ 2,438,000	\$ 2,650,000
C5	New Shade Structure in Kindergarten Yard	\$ 230,000	\$ 264,500	\$ 287,500
C6	New Shade Structure in Garden	\$ 230,000	\$ 264,500	\$ 287,500
C7	Modernize Existing Classrooms (w/ Furniture), Admin, & Support Spaces	\$ 5,210,000	\$ 5,991,500	\$ 6,512,500
C8	Modernize HVAC (incl. Electrical Service)	\$ 1,360,000	\$ 1,564,000	\$ 1,700,000
C9	Site LED Exterior Lighting	\$ 80,000	\$ 92,000	\$ 100,000
C10	Immediate Complete Leak & Wall Repair in MPR	\$ 20,000	\$ 23,000	\$ 25,000
C11	New 2,000 sq.ft. Library/Media/STEAM Center	\$ 1,550,000	\$ 1,782,500	\$ 1,937,500
C12	New Classroom Pod - 4 Classrooms	\$ 2,480,000	\$ 2,852,000	\$ 3,100,000
C13	New Kindergarten Classroom Pod - 2 Classrooms	\$ 1,240,000	\$ 1,426,000	\$ 1,550,000
C14	New After School Portable Classroom	\$ 230,000	\$ 264,500	\$ 287,500
C15	Infrastructure Improvements	\$ 160,000	\$ 184,000	\$ 200,000
C16	Demolition of 5 Portable Buildings	\$ 40,000	\$ 46,000	\$ 50,000
Projects Subtotal:		\$ 19,570,000	\$ 22,505,500	\$ 24,462,500

# BUDGET SUMMARY

		Current Estimated	3 yr (2023)	5 yr (2025)
		Project Cost	Projects w/ 15% Escalation	Projects w/ 25% Escalation
<b>Foothill and Goleta Family Elementary School</b>				
D1	Roofing Replacement per Assessment	\$ 1,980,000	\$ 2,277,000	\$ 2,475,000
D2	AC Paving per Assessment	\$ 420,000	\$ 483,000	\$ 525,000
D3	Parking/Circulation Improvements	\$ 490,000	\$ 563,500	\$ 612,500
D4	Solar Parking Shade Structure (w/ Battery & EVCS)	\$ 2,290,000	\$ 2,633,500	\$ 2,862,500
D5	New Shade Structure in Kindergarten Yard	\$ 230,000	\$ 264,500	\$ 287,500
D6	New Shade Structure in Eating Area	\$ 230,000	\$ 264,500	\$ 287,500
D7	New Shade Structure in Large Playground	\$ 230,000	\$ 264,500	\$ 287,500
D8	Modernize Existing Classrooms (w/ Furniture), Admin, & Support Spaces	\$ 5,520,000	\$ 6,348,000	\$ 6,900,000
D9	Modernize HVAC (incl. Electrical Service)	\$ 1,470,000	\$ 1,690,500	\$ 1,837,500
D10	Site LED Exterior Lighting	\$ 80,000	\$ 92,000	\$ 100,000
D11	New 2,000 sq.ft. Library/Media/STEAM Center	\$ 1,550,000	\$ 1,782,500	\$ 1,937,500
D12	New Classroom Pod - 4 Classrooms	\$ 2,480,000	\$ 2,852,000	\$ 3,100,000
D13	New Kindergarten Classroom	\$ 930,000	\$ 1,069,500	\$ 1,162,500
D14	New After School Portable Classroom	\$ 230,000	\$ 264,500	\$ 287,500
D15	Infrastructure Improvements	\$ 160,000	\$ 184,000	\$ 200,000
D16	Demolition of 8 Portable Buildings	\$ 60,000	\$ 69,000	\$ 75,000
Projects Subtotal:		\$ 18,350,000	\$ 21,102,500	\$ 22,937,500
<b>Hollister Elementary School</b>				
		Current Estimated	3 yr (2023)	5 yr (2025)
		Project Cost	Projects w/ 15% Escalation	Projects w/ 25% Escalation
E1	Roofing Replacement per Assessment	\$ 3,100,000	\$ 3,565,000	\$ 3,875,000
E2	AC Paving per Assessment	\$ 240,000	\$ 276,000	\$ 300,000
E3	Parking/Circulation Improvements	\$ 160,000	\$ 184,000	\$ 200,000
E4	Solar Parking Shade Structure (w/ Battery & EVCS)	\$ 2,190,000	\$ 2,518,500	\$ 2,737,500
E5	New Shade Structure in Kindergarten Yard	\$ 230,000	\$ 264,500	\$ 287,500
E6	New Shade Structure in Eating Area	\$ 230,000	\$ 264,500	\$ 287,500
E7	Modernize Existing Classrooms (w/ Furniture), Admin, & Support Spaces	\$ 5,610,000	\$ 6,451,500	\$ 7,012,500
E8	Modernize HVAC (incl. Electrical Service)	\$ 1,470,000	\$ 1,690,500	\$ 1,837,500
E9	Site LED Exterior Lighting	\$ 80,000	\$ 92,000	\$ 100,000
E10	New 2,000 sq.ft. Library/Media/STEAM Center	\$ 1,550,000	\$ 1,782,500	\$ 1,937,500
E11	New Classroom Pod - 4 Classrooms	\$ 2,480,000	\$ 2,852,000	\$ 3,100,000
E12	New After School Portable Classroom	\$ 230,000	\$ 264,500	\$ 287,500
E13	Infrastructure Improvements	\$ 160,000	\$ 184,000	\$ 200,000
E14	Demolition of 6 Portable Buildings	\$ 50,000	\$ 57,500	\$ 62,500
Projects Subtotal:		\$ 17,780,000	\$ 20,447,000	\$ 22,225,000

# BUDGET SUMMARY

		Current Estimated	3 yr (2023)	5 yr (2025)
		Project Cost	Projects w/ 15% Escalation	Projects w/ 25% Escalation
<b>Isia Vista Elementary School</b>				
F1	Roofing Replacement per Assessment	\$ 2,550,000	\$ 2,932,500	\$ 3,187,500
F2	AC Paving per Assessment	\$ 760,000	\$ 874,000	\$ 950,000
F3	Parking/Circulation Improvements	\$ 470,000	\$ 540,500	\$ 587,500
F4	Solar Parking Shade Structure (w/ Battery & EVCS)	\$ 2,940,000	\$ 3,381,000	\$ 3,675,000
F5	New Shade Structure in Kindergarten Yard	\$ 230,000	\$ 264,500	\$ 287,500
F6	New Shade Structure in Large Playground	\$ 230,000	\$ 264,500	\$ 287,500
F7	Modernize Existing Classrooms (w/ Furniture), Admin, & Support Spaces	\$ 8,090,000	\$ 9,303,500	\$ 10,112,500
F8	Modernize HVAC (incl. Electrical Service)	\$ 2,020,000	\$ 2,323,000	\$ 2,525,000
F9	Site LED Exterior Lighting	\$ 80,000	\$ 92,000	\$ 100,000
F10	New 2,000 sq.ft. Library/Media/STEAM Center	\$ 1,550,000	\$ 1,782,500	\$ 1,937,500
F11	New Classroom Pod - 4 Classrooms	\$ 2,480,000	\$ 2,852,000	\$ 3,100,000
F12	New After School Portable Classroom	\$ 230,000	\$ 264,500	\$ 287,500
F13	Infrastructure Improvements	\$ 160,000	\$ 184,000	\$ 200,000
F14	Demolition of 1 Portable Building	\$ 10,000	\$ 11,500	\$ 12,500
F15	New Youth Program Building	\$ 1,240,000	\$ 1,426,000	\$ 1,550,000
Projects Subtotal:		\$ 23,040,000	\$ 26,496,000	\$ 28,800,000
<b>Kellogg Elementary School</b>				
		Current Estimated	3 yr (2023)	5 yr (2025)
		Project Cost	Projects w/ 15% Escalation	Projects w/ 25% Escalation
G1	Roofing Replacement per Assessment	\$ 2,730,000	\$ 3,139,500	\$ 3,412,500
G2	AC Paving per Assessment	\$ -	\$ -	\$ -
G3	Parking/Circulation Improvements	\$ 770,000	\$ 885,500	\$ 962,500
G4	Solar Parking Shade Structure (w/ Battery & EVCS)	\$ 1,940,000	\$ 2,231,000	\$ 2,425,000
G5	New Shade Structure in Kindergarten Yard	\$ 230,000	\$ 264,500	\$ 287,500
G6	New Shade Structure in Eating Area	\$ 230,000	\$ 264,500	\$ 287,500
G7	Modernize Existing Classrooms (w/ Furniture), Admin, & Support Spaces	\$ 5,740,000	\$ 6,601,000	\$ 7,175,000
G8	Modernize HVAC (incl. Electrical Service)	\$ 1,470,000	\$ 1,690,500	\$ 1,837,500
G9	Site LED Exterior Lighting	\$ 80,000	\$ 92,000	\$ 100,000
G10	New 2,000 sq.ft. Library/Media/STEAM Center	\$ 1,550,000	\$ 1,782,500	\$ 1,937,500
G11	New Classroom Pod - 4 Classrooms	\$ 2,480,000	\$ 2,852,000	\$ 3,100,000
G12	New Kindergarten Classroom Pod - 2 Classrooms	\$ 1,240,000	\$ 1,426,000	\$ 1,550,000
G13	Infrastructure Improvements	\$ 160,000	\$ 184,000	\$ 200,000
G14	Demolition of 8 Portable Buildings	\$ 60,000	\$ 69,000	\$ 75,000
Projects Subtotal:		\$ 18,680,000	\$ 21,482,000	\$ 23,350,000

# BUDGET SUMMARY

<b>La Patera Elementary School</b>		Current Estimated Project Cost	3 yr (2023) Projects w/ 15% Escalation	5 yr (2025) Projects w/ 25% Escalation
H1	Roofing Replacement per Assessment	\$ 2,560,000	\$ 2,944,000	\$ 3,200,000
H2	AC Paving per Assessment	\$ 500,000	\$ 575,000	\$ 625,000
H3	Parking/Circulation Improvements	\$ 110,000	\$ 126,500	\$ 137,500
H4	Solar Parking Shade Structure (w/ Battery & EVCS)	\$ 2,170,000	\$ 2,495,500	\$ 2,712,500
H5	New Shade Structure in Kindergarten Yard	\$ 230,000	\$ 264,500	\$ 287,500
H6	New Shade Structure in Eating Area	\$ 230,000	\$ 264,500	\$ 287,500
H7	New Shade Structure in Large Playground	\$ 230,000	\$ 264,500	\$ 287,500
H8	Modernize Existing Classrooms (w/ Furniture), Admin, & Support Spaces	\$ 5,700,000	\$ 6,555,000	\$ 7,125,000
H9	Modernize HVAC (incl. Electrical Service)	\$ 1,470,000	\$ 1,690,500	\$ 1,837,500
H10	Site LED Exterior Lighting	\$ 80,000	\$ 92,000	\$ 100,000
H11	New 2,000 sq.ft. Library/Media/STEAM Center	\$ 1,550,000	\$ 1,782,500	\$ 1,937,500
H12	New Classroom Pod - 4 Classrooms	\$ 2,480,000	\$ 2,852,000	\$ 3,100,000
H13	New Kindergarten Classroom Pod - 2 Classrooms	\$ 1,240,000	\$ 1,426,000	\$ 1,550,000
H14	New After School Portable Classroom	\$ 230,000	\$ 264,500	\$ 287,500
H15	Infrastructure Improvements	\$ 160,000	\$ 184,000	\$ 200,000
H16	Demolition of 6 Portable Buildings	\$ 50,000	\$ 57,500	\$ 62,500
Projects Subtotal:		\$ 18,990,000	\$ 21,838,500	\$ 23,737,500

<b>Mountain View Elementary School</b>		Current Estimated Project Cost	3 yr (2023) Projects w/ 15% Escalation	5 yr (2025) Projects w/ 25% Escalation
I1	Roofing Replacement per Assessment	\$ 750,000	\$ 862,500	\$ 937,500
I2	AC Paving per Assessment	\$ 940,000	\$ 1,081,000	\$ 1,175,000
I3	Parking/Circulation Improvements	\$ 360,000	\$ 414,000	\$ 450,000
I4	Solar Parking Shade Structure (w/ Battery & EVCS)	\$ 1,870,000	\$ 2,150,500	\$ 2,337,500
I5	New Shade Structure in Kindergarten Yard	\$ 230,000	\$ 264,500	\$ 287,500
I6	New Shade Structure in Large Playground	\$ 230,000	\$ 264,500	\$ 287,500
I7	Modernize Existing Classrooms (w/ Furniture), Admin, & Support Spaces	\$ 5,580,000	\$ 6,417,000	\$ 6,975,000
I8	Modernize HVAC (incl. Electrical Service)	\$ 1,470,000	\$ 1,690,500	\$ 1,837,500
I9	Site LED Exterior Lighting	\$ 80,000	\$ 92,000	\$ 100,000
I10	New 2,000 sq.ft. Library/Media/STEAM Center	\$ 1,550,000	\$ 1,782,500	\$ 1,937,500
I11	New Classroom Pod - 3 Classrooms	\$ 2,330,000	\$ 2,679,500	\$ 2,912,500
I12	New After School Portable Classroom	\$ 230,000	\$ 264,500	\$ 287,500
I13	Infrastructure Improvements	\$ 160,000	\$ 184,000	\$ 200,000
I14	Demolition of 6 Portable Buildings	\$ 50,000	\$ 57,500	\$ 62,500
Projects Subtotal:		\$ 15,830,000	\$ 18,204,500	\$ 19,787,500

# BUDGET SUMMARY

		Current Estimated Project Cost	3 yr (2023) Projects w/ 15% Escalation	5 yr (2025) Projects w/ 25% Escalation
<b>Maintenance Operations and Transportation</b>				
J1	AC Paving per Assessment	\$ 990,000	\$ 1,138,500	\$ 1,237,500
J2	Parking/Circulation Improvements	\$ 1,630,000	\$ 1,874,500	\$ 2,037,500
J3	Demolition of 14 Portable Buildings	\$ 110,000	\$ 126,500	\$ 137,500
J4	Demolition of 5 Permanent Buildings, incl. Carport	\$ 80,000	\$ 92,000	\$ 100,000
J5	New 3,000 sq.ft. Library/Family Resource Center	\$ 2,330,000	\$ 2,679,500	\$ 2,912,500
J6	New Administration Building	\$ 3,280,000	\$ 3,772,000	\$ 4,100,000
J7	3 New Shop Buildings - w/ Ventilation System	\$ 2,500,000	\$ 2,875,000	\$ 3,125,000
J8	7 New Storage Buildings	\$ 5,620,000	\$ 6,463,000	\$ 7,025,000
J9	Solar Parking Shade Structure (w/ Battery & EVCS)	\$ 1,470,000	\$ 1,690,500	\$ 1,837,500
J10	New Bus Staff & Storage Building	\$ 780,000	\$ 897,000	\$ 975,000
J11	New Bus Wash & Mechanical Lift Area	\$ 330,000	\$ 379,500	\$ 412,500
J12	New Bus Repair Garage	\$ 1,250,000	\$ 1,437,500	\$ 1,562,500
J13	Fence for Gate	\$ 20,000	\$ 23,000	\$ 25,000
Projects Subtotal:		\$ 20,390,000	\$ 23,448,500	\$ 25,487,500
<b>District Offices</b>				
		Current Estimated Project Cost	3 yr (2023) Projects w/ 15% Escalation	5 yr (2025) Projects w/ 25% Escalation
K1	Roofing Replacement per Assessment	\$ 1,900,000	\$ 2,185,000	\$ 2,375,000
K2	AC Paving per Assessment	\$ 1,210,000	\$ 1,391,500	\$ 1,512,500
K3	Parking/Circulation Improvements	\$ -	\$ -	\$ -
K4	Solar Parking Shade Structure (w/ Battery & EVCS)	\$ 1,430,000	\$ 1,644,500	\$ 1,787,500
K5	Modernize Existing Classrooms (w/ Furniture), Admin, Central Kitchen, & Support Spaces	\$ 4,590,000	\$ 5,278,500	\$ 5,737,500
K6	Modernize HVAC (incl. Electrical Service)	\$ 1,320,000	\$ 1,518,000	\$ 1,650,000
K7	Site LED Exterior Lighting	\$ 80,000	\$ 92,000	\$ 100,000
K8	Infrastructure Improvements	\$ 160,000	\$ 184,000	\$ 200,000
K9	New I.T. Portable Building	\$ 230,000	\$ 264,500	\$ 287,500
K10	Demolition of 1 Portable Building	\$ 10,000	\$ 11,500	\$ 12,500
K11	New Loading Ramp & Platform for Central Kitchen	\$ 20,000	\$ 23,000	\$ 25,000
Projects Subtotal:		\$ 10,950,000	\$ 12,592,500	\$ 13,687,500

# BUDGET SUMMARY

<b>EI Rancho Elementary School (based on Mountain View Elementary School)</b>		Current Estimated Project Cost	3 yr (2023) Projects w/ 15% Escalation	5 yr (2025) Projects w/ 25% Escalation
L1	Roofing Replacement per Assessment	\$ 750,000	\$ 862,500	\$ 937,500
L2	AC Paving per Assessment	\$ 940,000	\$ 1,081,000	\$ 1,175,000
L3	Parking/Circulation Improvements	\$ 360,000	\$ 414,000	\$ 450,000
L4	Solar Parking Shade Structure (w/ Battery & EVCS)	\$ 1,870,000	\$ 2,150,500	\$ 2,337,500
L5	New Shade Structure in Kindergarten Yard	\$ 230,000	\$ 264,500	\$ 287,500
L6	New Shade Structure in Large Playground	\$ 230,000	\$ 264,500	\$ 287,500
L7	Modernize Existing Classrooms (w/ Furniture), Admin, & Support Spaces	\$ 5,580,000	\$ 6,417,000	\$ 6,975,000
L8	Modernize HVAC (incl. Electrical Service)	\$ 1,470,000	\$ 1,690,500	\$ 1,837,500
L9	Site LED Exterior Lighting	\$ 80,000	\$ 92,000	\$ 100,000
L10	Infrastructure Improvements	\$ 160,000	\$ 184,000	\$ 200,000
Projects Subtotal:		\$ 11,670,000	\$ 13,420,500	\$ 14,587,500
<b>Totals By Category</b>				
Health & Safety		\$ 33,210,000	\$ 38,191,500	\$ 41,512,500
Modernization (Partial State Match)		\$ 80,580,000	\$ 92,667,000	\$ 100,725,000
Program Requirements/Parity Wish List		\$ 99,230,000	\$ 114,114,500	\$ 124,037,500
<b>GOLETA UNION SCHOOL DISTRICT</b>		Current Estimated Project Cost	3 yr (2023) Projects w/ 15% Escalation	5 yr (2025) Projects w/ 25% Escalation
<b>Total</b>		<b>\$ 213,020,000</b>	<b>\$ 244,973,000</b>	<b>\$ 266,275,000</b>



A group of diverse young children, including a girl with blonde hair, a boy with dark hair, a boy with a shaved head, a girl with curly hair, and a girl with dark hair, are sitting on a purple carpet. They are all smiling and looking towards the camera. In the background, there are bookshelves filled with books.

A | EDUCATIONAL SPECIFICATIONS

B | BUDGET SUMMARY

# APPENDIX C

SURVEY RESULTS



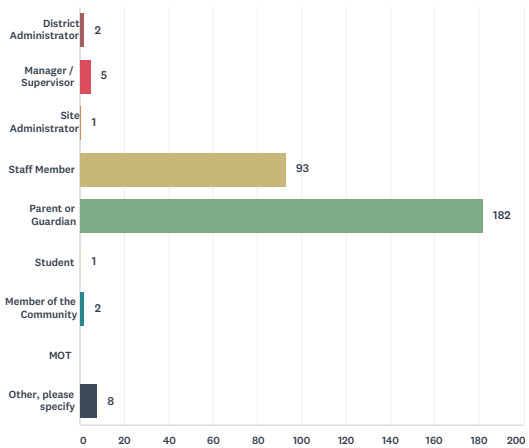
GOLETA UNION SCHOOL DISTRICT | APPENDIX C

# SURVEY RESULTS

Goleta Union School District District-Wide Facilities Master Planning

Q1 My role is a:

Answered: 294 Skipped: 0



ANSWER CHOICES	RESPONSES
District Administrator	0.68% 2
Manager / Supervisor	1.70% 5
Site Administrator	0.34% 1
Staff Member	31.63% 93
Parent or Guardian	61.90% 182
Student	0.34% 1
Member of the Community	0.68% 2
MOT	0.00% 0
Other, please specify	2.72% 8
<b>TOTAL</b>	<b>294</b>

#	OTHER, PLEASE SPECIFY	DATE
1	substitute	5/1/2019 4:27 PM
2	Staff - Library	4/24/2019 3:44 AM

Goleta Union School District District-Wide Facilities Master Planning

3	Retired employee	4/23/2019 10:03 AM
4	Staff member and Parent	4/17/2019 7:37 AM
5	staff and parent	4/14/2019 2:56 PM
6	Classroom teacher	4/14/2019 1:09 PM
7	Psychologist	4/12/2019 3:17 PM
8	J	4/12/2019 12:55 PM

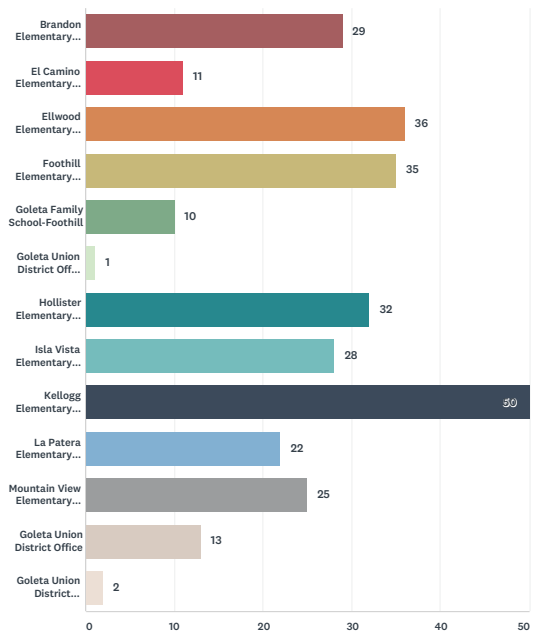
GOLETA UNION SCHOOL DISTRICT | APPENDIX C

# SURVEY RESULTS

Goleta Union School District District-Wide Facilities Master Planning

Q2 I primarily use:

Answered: 294 Skipped: 0



ANSWER CHOICES	RESPONSES
Brandon Elementary School	9.86% 29
El Camino Elementary School	3.74% 11
Ellwood Elementary School	12.24% 36
Foothill Elementary School	11.90% 35
Goleta Family School-Foothill	3.40% 10
Goleta Union District Office Preschool	0.34% 1

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Goleta Union School District District-Wide Facilities Master Planning

Hollister Elementary School	10.88%	32
Isla Vista Elementary School	9.52%	28
Kellogg Elementary School	17.01%	50
La Paterra Elementary School	7.48%	22
Mountain View Elementary School	8.50%	25
Goleta Union District Office	4.42%	13
Goleta Union District Maintenance Operations and Transportation Facility	0.68%	2
<b>TOTAL</b>		<b>294</b>

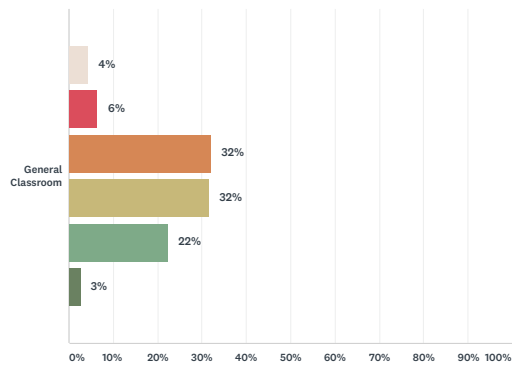
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# SURVEY RESULTS

Goleta Union School District District-Wide Facilities Master Planning

Q3 General Classrooms(in terms of: physical condition, adequacy for teaching method(s), infrastructure, e.g. storage, furnishings, equipment, etc.)

Answered: 294 Skipped: 0



No Opinion Poor Fair Satisfactory Good Excellent

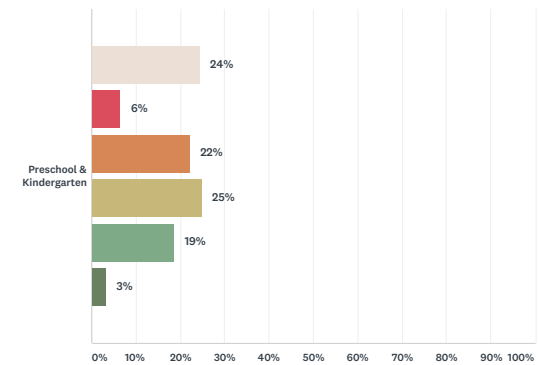
	NO OPINION	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
General Classroom	4%	6%	32%	32%	22%	3%	294	2.69
	13	19	95	93	66	8		

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Goleta Union School District District-Wide Facilities Master Planning

Q4 Preschool, Transition Kindergarten and Kindergarten Classrooms(in terms of: physical condition, adequacy for teaching method(s), infrastructure, e.g. storage, furnishings, equipment, etc.)

Answered: 294 Skipped: 0



No Opinion Poor Fair Satisfactory Good Excellent

	NO OPINION	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
Preschool & Kindergarten	24%	6%	22%	25%	19%	3%	294	2.17
	72	19	65	73	55	10		

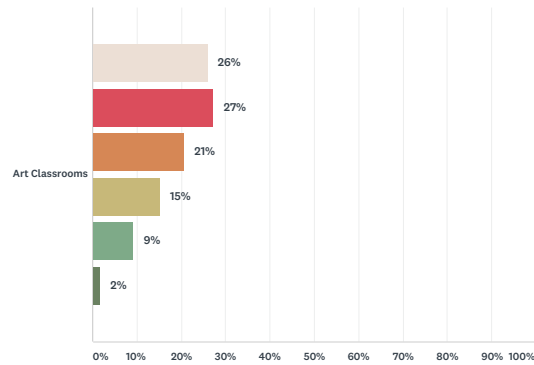
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# SURVEY RESULTS

Goleta Union School District District-Wide Facilities Master Planning

Q5 Art Classrooms (in terms of: physical condition, adequacy for teaching method(s), infrastructure, e.g. storage, furnishings, equipment, etc.)

Answered: 294 Skipped: 0



No Opinion Poor Fair Satisfactory Good Excellent

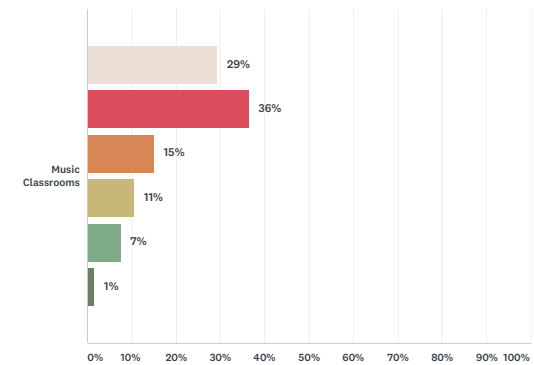
	NO OPINION	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
Art Classrooms	26%	27%	21%	15%	9%	2%	294	1.60
	76	80	61	45	27	5		

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Goleta Union School District District-Wide Facilities Master Planning

Q6 Music Classrooms (in terms of: physical condition, adequacy for teaching method(s), infrastructure, e.g. storage, furnishings, equipment, etc.)

Answered: 294 Skipped: 0



No Opinion Poor Fair Satisfactory Good Excellent

	NO OPINION	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
Music Classrooms	29%	36%	15%	11%	7%	1%	294	1.35
	86	107	44	31	22	4		

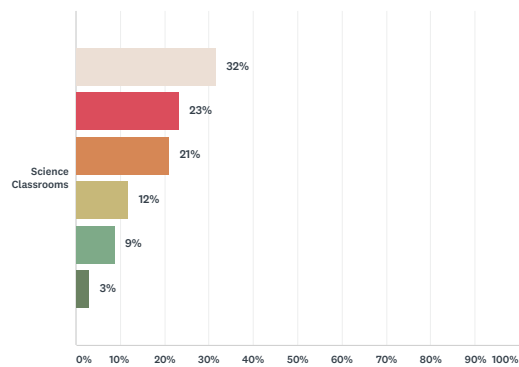
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# SURVEY RESULTS

Goleta Union School District District-Wide Facilities Master Planning

Q7 Science Classrooms (in terms of: physical condition, adequacy for teaching method(s), infrastructure, e.g. storage, furnishings, equipment, etc.)

Answered: 294 Skipped: 0



No Opinion Poor Fair Satisfactory Good Excellent

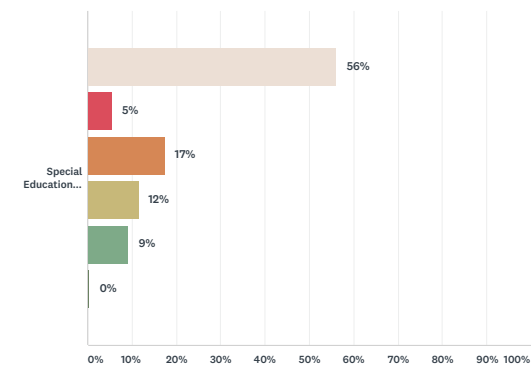
	NO OPINION	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
Science Classrooms	32%	23%	21%	12%	9%	3%	294	1.52
	93	69	62	35	26	9		

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Goleta Union School District District-Wide Facilities Master Planning

Q8 Special Education Classrooms (in terms of: physical condition, adequacy for teaching method(s), infrastructure, e.g. storage, furnishings, equipment, etc.)

Answered: 294 Skipped: 0



No Opinion Poor Fair Satisfactory Good Excellent

	NO OPINION	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
Special Education Classrooms	56%	5%	17%	12%	9%	0%	294	1.13
	165	16	51	34	27	1		

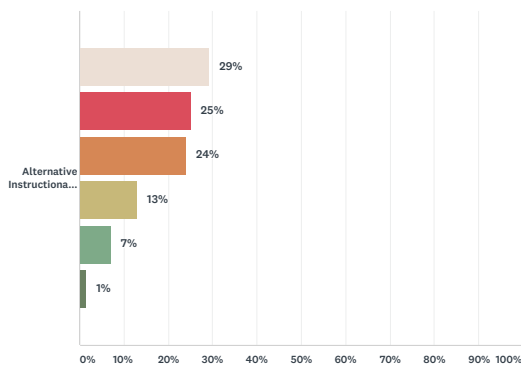
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# SURVEY RESULTS

Goleta Union School District District-Wide Facilities Master Planning

**Q9 Alternative Instructional Areas - Small Group Instruction, Learning Center and/or Maker Spaces**(in terms of: availability, quantity, physical condition, infrastructure, e.g. storage, furnishings, equipment, etc.)

Answered: 294 Skipped: 0



No Opinion Poor Fair Satisfactory Good Excellent

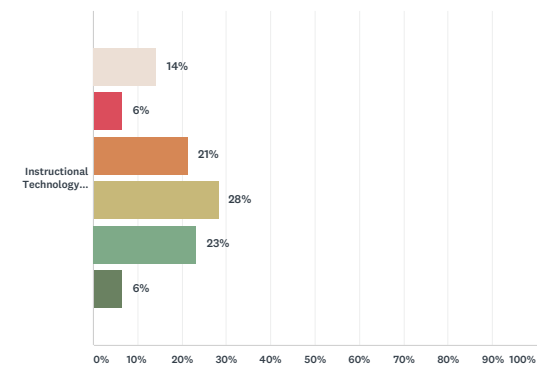
	NO OPINION	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
Alternative Instructional Areas	29% 86	25% 74	24% 71	13% 38	7% 21	1% 4	294	1.48

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Goleta Union School District District-Wide Facilities Master Planning

**Q10 Instructional Technology Resources (Campus-Wide) - Hardware & Software**(in terms of: availability, reliability, technological support for teaching method(s) and student learning.)

Answered: 294 Skipped: 0



No Opinion Poor Fair Satisfactory Good Excellent

	NO OPINION	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
Instructional Technology Resources	14% 42	6% 19	21% 63	28% 83	23% 68	6% 19	294	2.59

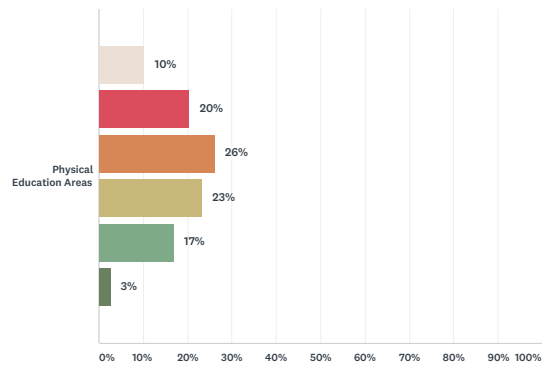
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# SURVEY RESULTS

Goleta Union School District District-Wide Facilities Master Planning

**Q11 Physical Education Instructional Areas**(in terms of: physical condition, adequacy for teaching method(s), e.g. floor area, storage, furnishings, equipment, etc.)

Answered: 294 Skipped: 0



No Opinion Poor Fair Satisfactory Good Excellent

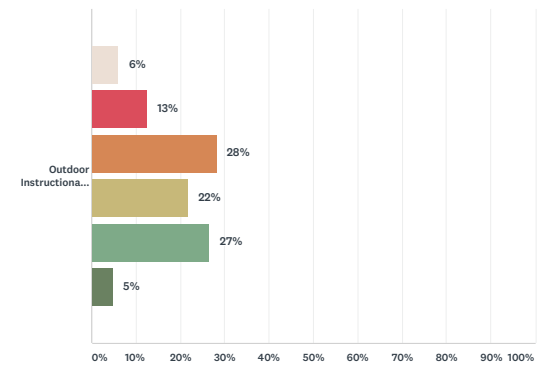
	NO OPINION	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
Physical Education Areas	10%	20%	26%	23%	17%	3%	294	2.25
	30	60	77	69	50	8		

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Goleta Union School District District-Wide Facilities Master Planning

**Q12 Outdoor Instructional Area(s) / Community Garden Area(s)**(in terms of: availability, maintenance, adequacy for teaching method(s), e.g. floor area, storage, equipment, etc.)

Answered: 294 Skipped: 0



No Opinion Poor Fair Satisfactory Good Excellent

	NO OPINION	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
Outdoor Instructional Areas	6%	13%	28%	22%	27%	5%	294	2.64
	18	37	83	64	78	14		

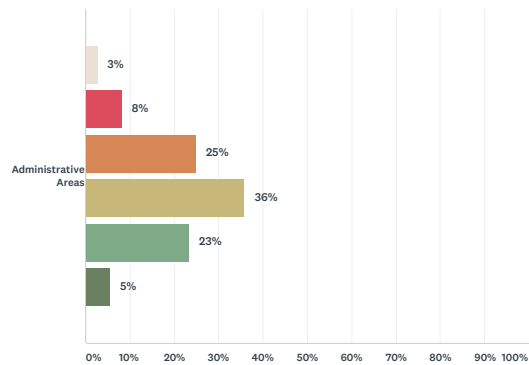
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# SURVEY RESULTS

Goleta Union School District District-Wide Facilities Master Planning

Q13 Administrative Areas (Front Office)(in terms of: accessibility, appearance, functionality, e.g. office and meeting areas, storage, furnishings, equipment, etc.)

Answered: 294 Skipped: 0



No Opinion Poor Fair Satisfactory Good Excellent

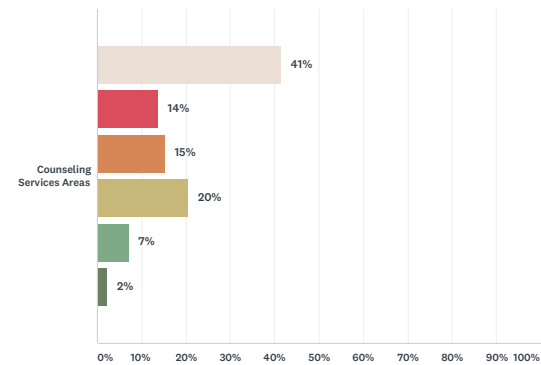
	NO OPINION	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
Administrative Areas	3%	8%	25%	36%	23%	5%	294	2.85
	8	24	73	105	68	16		

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Goleta Union School District District-Wide Facilities Master Planning

Q14 Counseling Services Areas(in terms of: accessibility, adequacy for counseling method(s), e.g. floor area, storage, furnishings, equipment, etc.)

Answered: 294 Skipped: 0



No Opinion Poor Fair Satisfactory Good Excellent

	NO OPINION	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
Counseling Services Areas	41%	14%	15%	20%	7%	2%	294	1.44
	122	40	45	60	21	6		

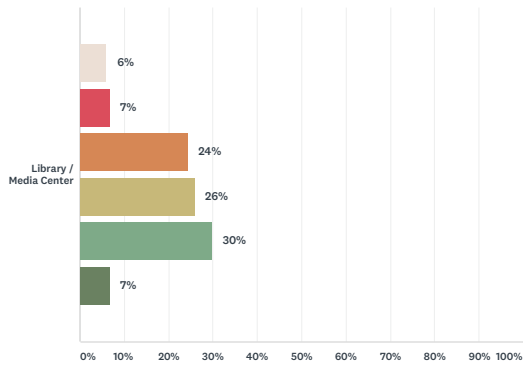
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# SURVEY RESULTS

Goleta Union School District District-Wide Facilities Master Planning

Q15 Library / Media Center (in terms of: accessibility, multi-functionality, e.g. quiet, active, individual and group areas; storage, furnishings, etc.)

Answered: 294 Skipped: 0



No Opinion Poor Fair Satisfactory Good Excellent

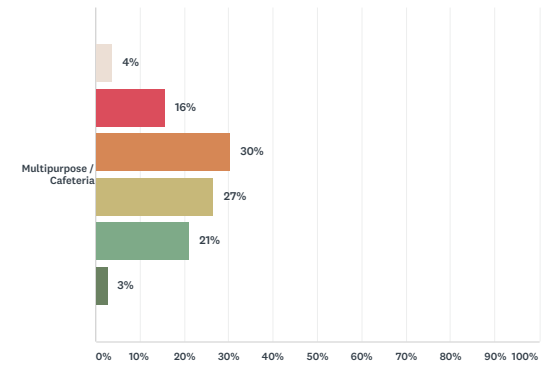
	NO OPINION	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
Library / Media Center	6% 18	7% 20	24% 72	26% 76	30% 88	7% 20	294	2.87

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Goleta Union School District District-Wide Facilities Master Planning

Q16 Multipurpose / Cafeteria (in terms of: accessibility, multi-functionality, infrastructure, e.g. storage, furnishings, equipment, etc.)

Answered: 294 Skipped: 0



No Opinion Poor Fair Satisfactory Good Excellent

	NO OPINION	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
Multipurpose / Cafeteria	4% 11	16% 46	30% 89	27% 78	21% 62	3% 8	294	3.54

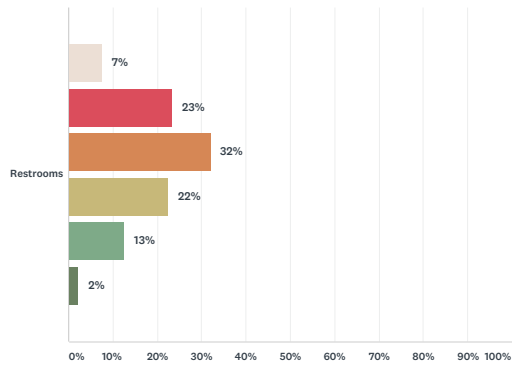
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# SURVEY RESULTS

Goleta Union School District District-Wide Facilities Master Planning

Q17 Restrooms (in terms of: accessibility, physical condition, fixture type(s), quantity and maintenance, i.e. cleanliness)

Answered: 294 Skipped: 0



No Opinion Poor Fair Satisfactory Good Excellent

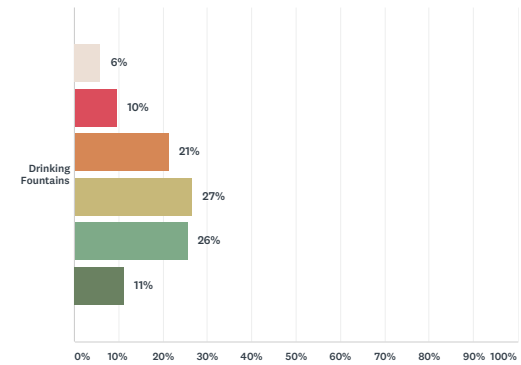
	NO OPINION	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
Restrooms	7%	23%	32%	22%	13%	2%	294	2.15
	22	69	94	66	37	6		

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Goleta Union School District District-Wide Facilities Master Planning

Q18 Drinking Fountains (in terms of: accessibility, physical condition, fixture type(s), quantity and maintenance, i.e. cleanliness)

Answered: 294 Skipped: 0



No Opinion Poor Fair Satisfactory Good Excellent

	NO OPINION	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
Drinking Fountains	6%	10%	21%	27%	26%	11%	294	2.90
	17	28	63	78	75	33		

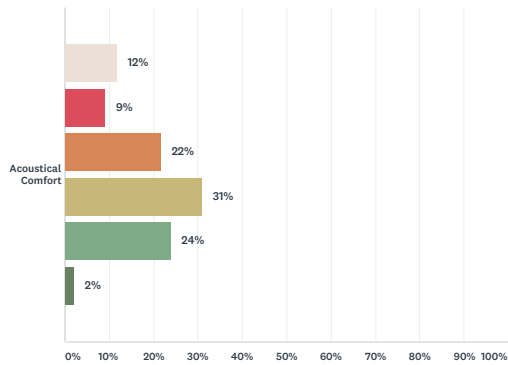
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# SURVEY RESULTS

Goleta Union School District District-Wide Facilities Master Planning

Q19 Acoustical Comfort(in terms of: ambient sound levels within and without the campus; particularly, within instructional spaces)

Answered: 294 Skipped: 0



No Opinion Poor Fair Satisfactory Good Excellent

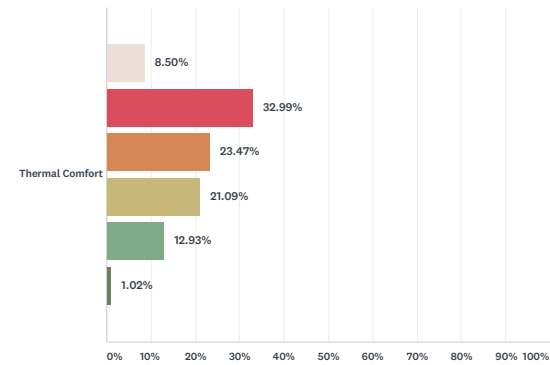
	NO OPINION	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
Acoustical Comfort	12%	9%	22%	31%	24%	2%	294	2.52
	35	27	64	91	71	6		

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Goleta Union School District District-Wide Facilities Master Planning

Q20 Thermal Comfort(in terms of: ambient thermal comfort in spaces utilized throughout the campus; particularly, within instructional spaces)

Answered: 294 Skipped: 0



No Opinion Poor Fair Satisfactory Good Excellent

	NO OPINION	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
Thermal Comfort	8.50%	32.99%	23.47%	21.09%	12.93%	1.02%	294	2.00
	25	97	69	62	38	3		

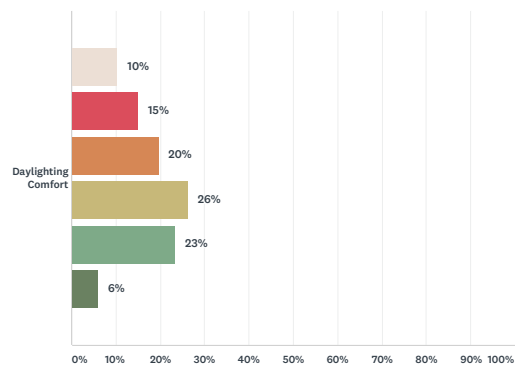
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# SURVEY RESULTS

Goleta Union School District District-Wide Facilities Master Planning

Q21 Daylighting Comfort (in terms of: access and management, e.g. blinds or shades – of natural daylight throughout the campus; particularly, within instructional and gathering spaces)

Answered: 294 Skipped: 0



No Opinion Poor Fair Satisfactory Good Excellent

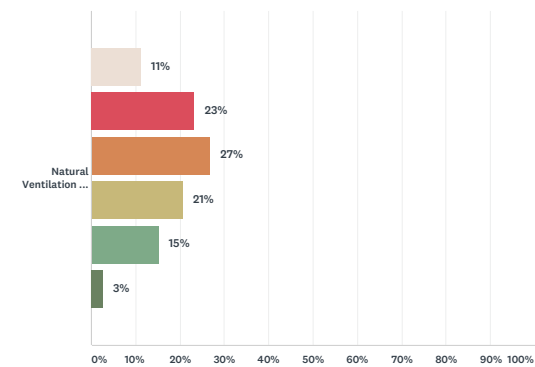
	NO OPINION	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
Daylighting Comfort	10%	15%	20%	26%	23%	6%	294	2.54
	30	44	58	77	68	17		

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Goleta Union School District District-Wide Facilities Master Planning

Q22 Natural Ventilation / Cross Ventilation (in terms of: access and ability to utilize operable windows and/or doors throughout the campus; particularly, within instructional and gathering spaces)

Answered: 294 Skipped: 0



No Opinion Poor Fair Satisfactory Good Excellent

	NO OPINION	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
Natural Ventilation / Cross Ventilation	11%	23%	27%	21%	15%	3%	294	2.14
	33	68	79	61	45	8		

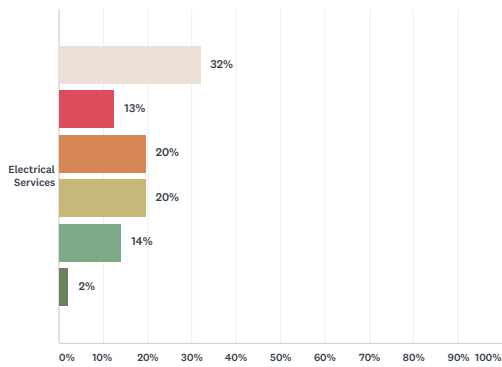
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# SURVEY RESULTS

Goleta Union School District District-Wide Facilities Master Planning

Q23 Electrical Services(in terms of: convenience and access to required power outlets, light switches and fixtures throughout the campus; particularly, within instructional and gathering spaces)

Answered: 294 Skipped: 0



No Opinion Poor Fair Satisfactory Good Excellent

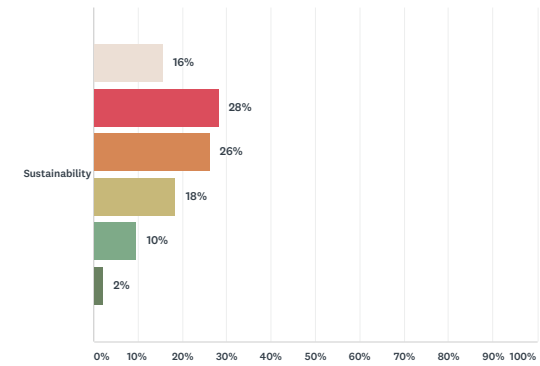
	NO OPINION	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
Electrical Services	32%	13%	20%	20%	14%	2%	294	1.77
	94	37	58	58	41	6		

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Goleta Union School District District-Wide Facilities Master Planning

Q24 Sustainability(in terms of: identified recycling or composting areas, general resource management education, e.g. posters and signage)

Answered: 294 Skipped: 0



No Opinion Poor Fair Satisfactory Good Excellent

	NO OPINION	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
Sustainability	16%	28%	26%	18%	10%	2%	294	1.84
	46	83	77	54	28	6		

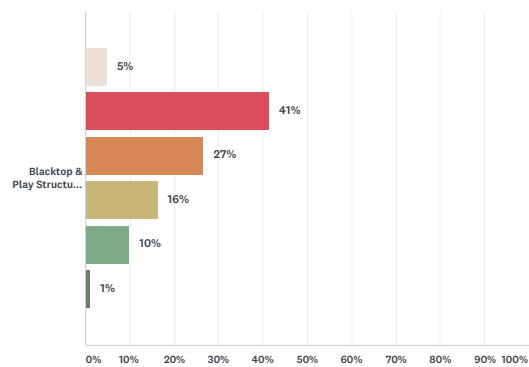
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# SURVEY RESULTS

Goleta Union School District District-Wide Facilities Master Planning

Q25 Blacktop and Play Structures / Recreational Fields (in terms of: physical condition, maintenance, vegetation, play equipment and aesthetics)

Answered: 294 Skipped: 0



No Opinion Poor Fair Satisfactory Good Excellent

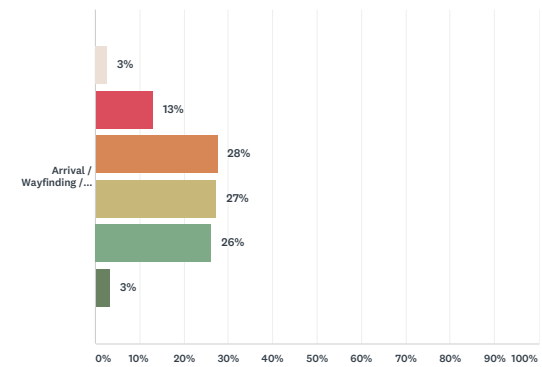
	NO OPINION	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
Blacktop & Play Structures / Recreational Fields	5%	41%	27%	16%	10%	1%	294	1.88
	14	122	78	48	29	3		

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Goleta Union School District District-Wide Facilities Master Planning

Q26 Arrival / Wayfinding / 'Front Door' (in terms of: clarity, signage, identity, sense of welcome and safety)

Answered: 294 Skipped: 0



No Opinion Poor Fair Satisfactory Good Excellent

	NO OPINION	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
Arrival / Wayfinding / Front Door	3%	13%	28%	27%	26%	3%	294	2.71
	8	38	81	80	77	10		

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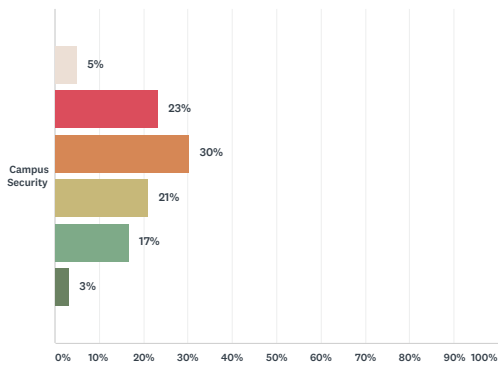
GOLETA UNION SCHOOL DISTRICT | APPENDIX C

# SURVEY RESULTS

Goleta Union School District District-Wide Facilities Master Planning

Q27 Campus Security (in terms of: physical access; defined campus control points/boundaries; extra- and intra-mural surveillance, i.e. view corridors)

Answered: 294 Skipped: 0



No Opinion Poor Fair Satisfactory Good Excellent

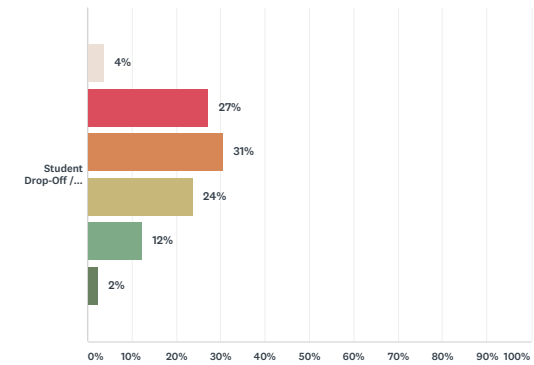
	NO OPINION	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
Campus Security	5%	23%	30%	21%	17%	3%	294	2.31
	15	69	89	62	49	10		

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Goleta Union School District District-Wide Facilities Master Planning

Q28 Student Drop-Off / Vehicular Circulation (in terms of: adequate signage, traffic flow, accessibility and safety provisions)

Answered: 294 Skipped: 0



No Opinion Poor Fair Satisfactory Good Excellent

	NO OPINION	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
Student Drop-Off / Vehicular Circulation	4%	27%	31%	24%	12%	2%	294	2.21
	11	80	90	70	36	7		

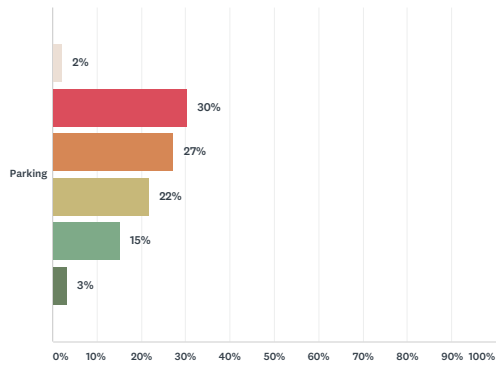
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# SURVEY RESULTS

Goleta Union School District District-Wide Facilities Master Planning

Q29 Parking (in terms of: clearly demarcated parking for staff, faculty and visitors; adequate signage; accessibility and convenience)

Answered: 294 Skipped: 0



No Opinion Poor Fair Satisfactory Good Excellent

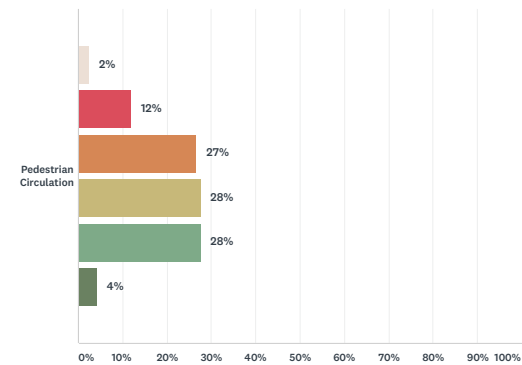
	NO OPINION	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
Parking	2%	30%	27%	22%	15%	3%	294	2.28
	6	89	80	64	45	10		

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Goleta Union School District District-Wide Facilities Master Planning

Q30 Pedestrian Circulation (in terms of: demarcated pedestrian path to and from the school's entrance; connections to municipal sidewalk network)

Answered: 294 Skipped: 0



No Opinion Poor Fair Satisfactory Good Excellent

	NO OPINION	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
Pedestrian Circulation	2%	12%	27%	28%	28%	4%	294	2.78
	7	35	78	81	81	12		

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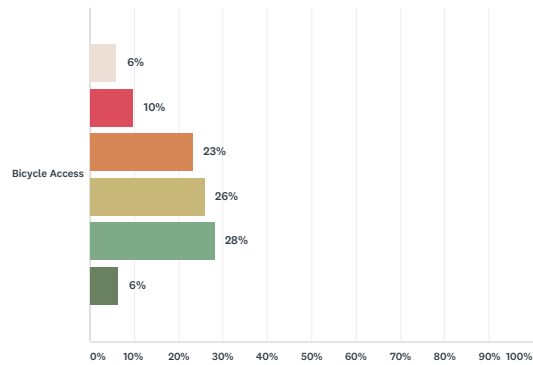
GOLETA UNION SCHOOL DISTRICT | APPENDIX C

# SURVEY RESULTS

Goleta Union School District District-Wide Facilities Master Planning

Q31 Bicycle Access(in terms of: identified area for bicycle storage; clearly demarcated bicycle path to and from a storage area.)

Answered: 294 Skipped: 0



No Opinion Poor Fair Satisfactory Good Excellent

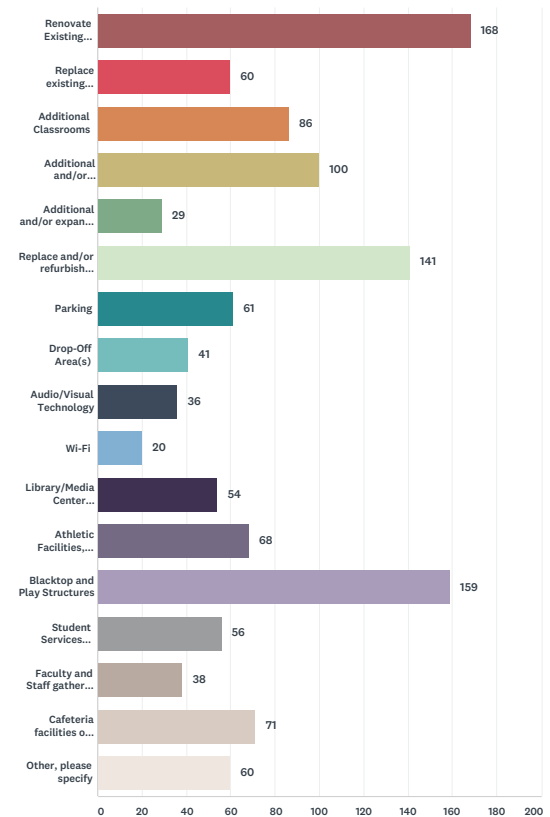
	NO OPINION	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
Bicycle Access	6%	10%	23%	26%	28%	6%	294	2.80
	18	29	69	76	83	19		

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Goleta Union School District District-Wide Facilities Master Planning

Q32 What do you think are the District's greatest needs, at this time? (Please select (5) five)

Answered: 294 Skipped: 0



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# GOLETA UNION SCHOOL DISTRICT | APPENDIX C

## SURVEY RESULTS

### Goleta Union School District District-Wide Facilities Master Planning

ANSWER CHOICES	RESPONSES
Renovate Existing Facilities	57% 168
Replace existing modular classrooms with permanent classrooms	20% 60
Additional Classrooms	29% 86
Additional and/or dedicated classrooms for STEM Programs	34% 100
Additional and/or expanded administrative spaces, e.g. offices, meeting rooms, 'Front Desk'/Welcome area	10% 29
Replace and/or refurbish existing HVAC (heating, ventilation, air conditioning) equipment	48% 141
Parking	21% 61
Drop-Off Area(s)	14% 41
Audio/Visual Technology	12% 36
Wi-Fi	7% 20
Library/Media Center Facilities	18% 54
Athletic Facilities, e.g. fields and basketball courts	23% 68
Blacktop and Play Structures	54% 159
Student Services Facilities, e.g. counseling, health and multipurpose spaces	19% 56
Faculty and Staff gathering areas	13% 38
Cafeteria facilities or enhanced food service	24% 71
Other, please specify	20% 60
Total Respondents: 294	

#	OTHER, PLEASE SPECIFY	DATE
1	More sustainable practices, such as waste-free lunches (no plastic utensils, please) and increased recycling and compost options	5/6/2019 3:36 PM
2	safety and security infrastructure	5/1/2019 4:27 PM
3	Sustainability - solar, other renewable energy	5/1/2019 8:50 AM
4	Improved sustainability, reusable cafeteria options to reduce/eliminate waste (forks, paper plates/boats, etc.)	5/1/2019 2:36 AM
5	Restrooms	4/29/2019 1:01 PM
6	Our MPR (multi purpose room) is not large enough to hold our school. Or even half at a time. Making events and performances near impossible. Also, our black tops are dangerous and causing many injuries. They need to be repaved immediately!	4/25/2019 2:49 PM
7	a new or updated space for MOT; re-organization of District Office space (I.T. needs a larger office space; @Afterschool needs a private office space)	4/25/2019 3:49 AM
8	phone service is awful	4/25/2019 12:25 AM
9	Replace the stage at the Bowl at Foothill (at least give us permission to raise money for it)	4/24/2019 9:46 AM
10	Well identified (signage) Emergency Shed for each school and DO	4/24/2019 12:57 AM
11	Need shaded/protected outdoor instructional areas	4/23/2019 2:41 PM
12	Safety/gates around the perimeter.	4/23/2019 2:35 PM
13	Not having the food service and multipurpose room be in the same space	4/23/2019 1:41 PM
14	It would be nice to have a second fan in our rooms, especially when it is hot.	4/23/2019 1:38 PM

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### Goleta Union School District District-Wide Facilities Master Planning

15	music and art classrooms for Kellogg to replace "art on a cart"	4/23/2019 12:28 PM
16	The roof on the original classrooms at Foothill needs to be replaced. I imagine this is true on other campuses built at the same time. They are leaking, which is limiting space for student learning and damaging materials.	4/23/2019 8:22 AM
17	Dedicated classroom for Art	4/23/2019 7:17 AM
18	Dish washing capability	4/22/2019 4:40 AM
19	The handicapped parking spots at Hollister are a joke and extremely dangerous for the disabled using the spot and the other parents and children. They are not truly accessible spots.	4/20/2019 10:54 PM
20	Making the campus energy efficient	4/19/2019 3:22 PM
21	(1) Improve acoustical comfort at lunch area - way too loud in both MPR (which also hosts many loud performances) and outside tables. This could be significantly improved at minimal cost. My experiences in these environments have been deafening. (2) Renovate restrooms to make them cleaner, easier to maintain, conserving of natural resources, and with better ventilation.	4/19/2019 3:00 AM
22	Keep outside areas natural. Maximize green space. Plant trees for shade. Keep turf as living natural grasses, to allow students to stay in touch with nature.	4/18/2019 11:45 AM
23	The modular buildings at La patera, El Camino, and Hollister should be condemned and replaced. That should be a priority.	4/18/2019 1:09 AM
24	Preschool needs a preschool size classroom with child size bathrooms for safety and environment.	4/17/2019 9:00 AM
25	We need a preschool bathroom in the classroom	4/17/2019 7:37 AM
26	Arts facility	4/16/2019 2:44 PM
27	I'm disappointed that our school was unable to add AC even though we raised the money for it. Seems ridiculous to me.	4/16/2019 10:20 AM
28	security	4/16/2019 10:14 AM
29	Sustainability (recycling, reuse)	4/16/2019 9:05 AM
30	Solar panels and reusable lunch/cafe/terera items	4/16/2019 8:15 AM
31	We would like to see the GFS campus stay a part of the Foothill community.	4/16/2019 3:42 AM
32	Kindergarten outdoor eating areas. No place for children during rain and inclement weather. A few funky umbrellas and mish mash of tables on dirt. One rainy day the children sat on the asphalt under an eave. Area is also too exposed to the parking lot.	4/16/2019 2:02 AM
33	Art needs an actual space at our school art on a cart is not acceptable!	4/15/2019 11:51 AM
34	Art room, music room	4/15/2019 10:02 AM
35	Solar panels	4/15/2019 9:40 AM
36	less divided up classrooms	4/15/2019 7:37 AM
37	Add an auditorium that is separate from the cafeteria, and that holds the whole school for a performance.	4/15/2019 7:13 AM
38	We don't have an Art, Music, or Science room. We use Learning center to store Science, MPR for Music, Art on a cart, when we don't have rooms available.	4/15/2019 3:33 AM
39	Office bathroom!!!!	4/14/2019 10:41 AM
40	Create more outdoor classroom space or space for kids to learn the school is maxed out and even building more classrooms or renovating what is there will not be enough. Classes are being held everywhere there is space. Also, adding adult bathrooms there are over 40 adults on campus and not enough bathrooms.	4/14/2019 9:15 AM
41	Heated bathrooms with warm water	4/13/2019 1:05 PM
42	Clocks - after a power outage this year, my digital clock does not work. I have an analogue one, but sometimes it does not exactly match the school time and my students struggle to read it.	4/13/2019 12:24 PM
43	repairs to multipurpose room	4/13/2019 10:36 AM
44	Additional functional (student accessible) storage & classroom furniture updates (flexible, modular)	4/13/2019 3:16 AM

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# GOLETA UNION SCHOOL DISTRICT | APPENDIX C

## SURVEY RESULTS

### Goleta Union School District District-Wide Facilities Master Planning

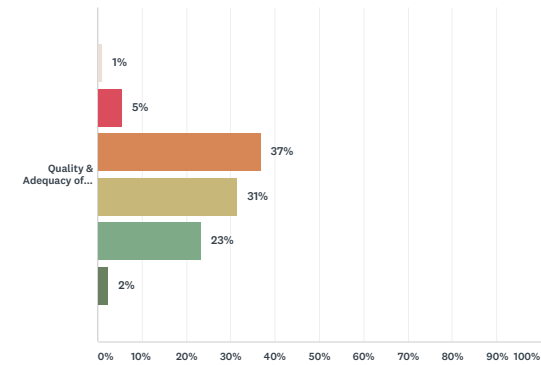
45	Shaded areas on playground	4/12/2019 10:38 PM
46	School way too open and no security. Kids go to the bathroom during class and could EASILY be abducted. Kids ask to go to the bathroom and they can leave on their own, solo, even 1st and 2nd graders. Easy access to kids, pull up your car, right to the freeway 1 minute away. I reeeeeeally don't like how open the school is. And you sign in and get a sticker, no ID needed, anyone could come on campus.	4/12/2019 12:32 PM
47	Permanent art,music and science rooms	4/12/2019 12:28 PM
48	#1: bathroom functionality, cleanliness, upkeep, along with plumbing	4/12/2019 12:11 PM
49	Walkway in parking lot is too narrow and needs to be wider for pedestrian traffic coming in and out at pick up and drop off time	4/12/2019 12:07 PM
50	sidewalk along south side of parking lot leading into Foothill is far too narrow/overgrown	4/12/2019 11:22 AM
51	All food served be home made	4/12/2019 11:16 AM
52	Harder maintenance on school grounds.	4/12/2019 11:12 AM
53	The top priority for the district should be to have adequate thermal control (in particular, air conditioning) to schools. Increasingly number of hot temperature days influences comfort and learning effectiveness for all students and staff.	4/12/2019 10:55 AM
54	Safety & Security of the kids	4/12/2019 10:50 AM
55	Air conditioning	4/12/2019 10:46 AM
56	If we adopt a science program, we'll need space to store all the materials.	4/12/2019 10:45 AM
57	All classes require A/C.	4/12/2019 10:43 AM
58	1. dedicated space for students to seat and eat 2.. Dedicated space for children to get dress for EP and undressed after EP, showers would be a cherry on the cake	4/12/2019 10:41 AM
59	Restrooms	4/12/2019 9:58 AM
60	Solar energy for AC	4/12/2019 8:42 AM

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### Goleta Union School District District-Wide Facilities Master Planning

Q33 Overall, what is your opinion about the quality and adequacy of the Goleta Union School District's elementary educational facilities?

Answered: 294 Skipped: 0



	NO OPINION	POOR	FAIR	SATISFACTORY	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
Quality & Adequacy of Educational Facilities	1%	5%	37%	31%	23%	2%	294	2.77
	3	16	108	92	68	7		

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# GOLETA UNION SCHOOL DISTRICT | APPENDIX C

## SURVEY RESULTS

### Goleta Union School District District-Wide Facilities Master Planning

#### Q34 Do you have any other comments, questions, or concerns?

Answered: 113 Skipped: 181

#	RESPONSES	DATE
1	general rug replacements and tackable wall surfaces are needed in most old rooms	5/7/2019 7:26 AM
2	This school district has great personnel and high quality programs, but the facilities really are in poor shape. Kellogg needs blacktop replacement, more classrooms, more bathrooms for staff, and a dedicated maker/art space. The district should improve sustainability by reducing all the plastic and other waste thrown out daily from school breakfasts and lunches, and providing more recycling and composting options.	5/6/2019 3:36 PM
3	The blacktops & play structures at Kellogg are a hazard and have been the cause of many injuries to the kids - I honestly think you have a lawsuit waiting to happen. The blacktops are cracked all over and the play structures in the 1-6 playground are far too big for most 1st and 2nd graders to navigate. In addition, the last time I was in my kindergarten classroom, just a few days ago, I was putting folders away in a cubby only to discover the cubby was crawling with termites, to the point where the students workbooks had to be thrown out. It was pretty appalling. Kellogg is in desperate need of facilities renovation.	5/6/2019 9:14 AM
4	Our school site is crowded, additional space is the number one needed item. For more general ed classes, small group instruction and specialists such as music and art. The renovation of some parts of the older classrooms would be beneficial and make the rooms more welcoming such as drawers that do not close all the way, additional storage and new flooring. Newer flexible furniture that is ergonomic, provides movement and can be easily rearranged would be great as well.	5/4/2019 10:57 AM
5	Thank you	5/1/2019 8:50 AM
6	Space is extremely limited at Kellogg and we have no place for the school to hold school-wide functions. The library is cramped and in a modular which doesn't communicate the importance of books and reading. Our cafeteria generates a lot of waste, and our toilets waste a lot of water. Our blacktop is in bad condition and is unsafe and our play structure outdated. I'd love to see more outdoor learning, a nature-based playground, and an outdoor classroom like a gazebo.	5/1/2019 2:36 AM
7	I would like to see electric vehicle charging stations in our parking lots. Perhaps this would be best at district office only. This might encourage staff to switch to electric vehicles.	4/30/2019 8:21 AM
8	There are constant spiders/webs in our kindergarten classroom and bathrooms. Kids at this age are scared to use restroom. They sit on floor a lot. Spiders crawl around them. Our classroom smells musky and moldy. There has been mice in our outside closets.	4/29/2019 2:31 PM
9	Outside misters for hot days. More shade. Better landscaping. Bigger classroom preparation xerox room in the main office.	4/29/2019 1:01 PM
10	The kids at Ellwood still don't have a rack for their balls on the yard. This has been missing for months. It should have been replaced. The PTA raised additional funds with jog-a-thon and the auction.	4/29/2019 7:45 AM
11	Ellwood Elementary School needs a renovation very soon. The classrooms and bathrooms look like they have not had a renovation in very long time. The facilities are quite old and dilapidated.	4/29/2019 4:42 AM
12	I've seen rats in the multipurpose room during an event. We need more playground activities for our kids. Like a lot of other schools have. Long jump, gaga pit, track for 100 mile club, obstacle course. Also more shade trees. Physical activities are very important for young children. Currently there are not too many choices for La Patera kids. Would love to see a better garden area. Teach kids young about growing fruits and veggies. A lot of La Patera kids may not have a yard to have one at home and can get a lot out of seeing how a garden grows at school. Thank you for listening.	4/29/2019 1:00 AM
13	I work in room with no air conditioning, windows that won't open despite work orders being put in, afternoon sun on hot days heating it up to over 80 degrees, insect problems, dirt and dust, and very minimal custodial attention. This is the library where every student comes in daily or weekly. It would be nice to have some of these issues addressed.	4/28/2019 11:55 PM

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### Goleta Union School District District-Wide Facilities Master Planning

14	All schools should have equal access to playground/athletic opportunities; for example a track, Gaga pit, long jump pit and obstacle course. We do not have these on our campus while others do. I'm concerned to see all the inequities when I visit other campuses. Our auditorium/multipurpose room can also use a lot of help in comparison to other schools. We'd also like to see more mature shade trees planted. Thank you for being willing to evaluate this information and help.	4/28/2019 1:34 PM
15	The school could use a running path as the students do quite a bit of running. I also think they could use more shade structures. Thanks!	4/28/2019 12:12 PM
16	All of the schools should have the same resources. It isn't right that the title 1 schools are left behind...inadequate art room, inadequate music program, inadequate physical activity spaces...we need an obstacle course and long jump area and the same specialty classrooms as the other goleta schools.	4/28/2019 11:34 AM
17	The traffic flow, parking, and access to the school (approach, flow, efficiency) are all in need of re-thinking (with input from landscape architects, engineers, planners). More bike parking would be nice. More cooperation with UCSB should be sought (e.g. lane closures on El Colegio for student pick-up/drop-off at beginning/end of each term are not necessary - maybe for year beginning and end move-in and move-out, but not throughout the year). Also with UCSB, accessing kindergarten parking lot with one-way flow of traffic (from current gravel road, which is a menace) might ease congestion and improve safety. The "main entrance" and location of the main office (as well as how you are expected to enter) are not obvious to newcomers - perhaps additional signage would help. All spaces need HVAC improvements, especially in the warm weather months. Thank you!	4/27/2019 2:33 PM
18	1.It would be nice to have more permanent classrooms. The portable classrooms are starting to deteriorate and have major ant problems in beginning of the year. 2. As I mentioned our black tops need to be repaved immediately! The loose gravel is causing kids to fall and causing what would be a normal scrape to be deep gashes with rocks in their skin. This is a major concern. This is also where PE is. We need a better facility to store gym equipment and a smooth surface to get these kids moving! 3. Providing more shade by planting large trees would be very beneficial to the students and staff on hot days. 4. Our MPR room is WAY TOO SMALL!	4/25/2019 2:49 PM
19	Our facilities are aging, and though our MOT does the best that they can to support upkeep, and modernization as needed, it is an ongoing challenge.	4/24/2019 10:10 AM
20	I am concerned with cyclists in the parking lot. On more than one occasion I have witnessed some close calls with cars backing out and students riding through the lot.	4/24/2019 5:55 AM
21	If I followed the suggestions of weeding out library books, the shelves would be bare. More funds are needed. Suggested Copyright Guidelines to Discard 000 2-10 years (computer tech books may age faster) 100 10 years 200 2-10 years 300 5-10 years 400 10 years 500 5-10 years (some science titles may age faster) 600 5-10 years (technology titles may age faster) 700 5-15 years 800 Flexible 900 5-10 years (country books, atlas, maps may age faster) Biographies Flexible; 10 years for contemporary subjects Encyclopedias 5 years (consider online versions) Almanacs 3 years Periodicals 3 years; 6 months if superseded by electronic resources Fiction 10 years (you may want to keep award winners) Audio & Video Check periodically for condition and content CD ROMs Format compatibility changes quickly	4/24/2019 3:44 AM
22	I attended the meeting and gave feedback. Thank you for your consideration!	4/23/2019 2:41 PM
23	Would really love to see the District move towards more sustainable practices, especially with school lunch / food waste and recycling.	4/23/2019 2:40 PM
24	We could have a better music, art and computer program if our specialists had adequate space to teach, time to set up, and store items. Also, concerned about condition of blacktop at Kellogg.	4/23/2019 12:28 PM
25	Last week I had 3 fans going and the temperature in the room was 89 degrees.	4/23/2019 10:52 AM
26	There is a recent trends of students at our schools who have severe social-emotional needs. These students, and others, need comfortable, calming places to go to help process their emotions, decompress, and learn coping mechanisms. There are no such places that I am aware of at any of our campuses, yet the need is great.	4/23/2019 9:19 AM
27	Please share the results of this survey with us.	4/23/2019 9:07 AM
28	We do not have an art room, music room, computer lab, or additional work spaces for small groups.	4/23/2019 8:22 AM
29	More flexible seating arrangements and movable desks.	4/23/2019 7:38 AM

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# SURVEY RESULTS

## Goleta Union School District District-Wide Facilities Master Planning

30	It would be nice to have hot water in the classrooms and district office to wash hands/dishes.	4/23/2019 7:34 AM
31	Schools should be updated to be more energy and water efficient. When designing the facility, please include practices that will help reduce waste -electronic sign in instead of paper, email communications over paper, dish washing capabilities and phase out single used items. Shades area for playground and parking that can be used for solar panels, etc.	4/22/2019 4:40 AM
32	All of our campuses should be accessible to all. This includes our playgrounds (black top, squishy ground under the toys is a fall hazard because it is peeling up, garden areas with wider paths), ADA accessible doors (at least) to the office and special education classrooms.	4/20/2019 10:54 PM
33	Student bathrooms need to be updated for student privacy-stalls are too low. Multi-purpose space/student performance area is not large enough for the students to gather and the sound system is outdated and unusable.	4/20/2019 1:42 AM
34	(1) This survey is about Facilities, which are important and in serious need of renovation and upgrades, particularly as we experience more extreme weather conditions in the coming years (record high temperatures, increased intensity of rainfall per event, air quality related to pollution, wildfires). Planning for facilities needs to take this into consideration, given that many schools are constructed to rely heavily on outdoor facilities. Plans should include sustainable design, permeable surfaces, and conservation of natural resources in the interest of health and safety of all students. There will be increasing numbers of days per year that students cannot be outdoors; thus plans for increased indoor facilities and air conditioning/HVAC are needed. (2) The kindergarten yard at Isla Vista is in serious need of attention. For large parts of the year the yard is unusable because it is just a mud pit. For the rest of the year, it is a dust bowl. Added to that, the road and parking lot on the other side of the kindergarten parking lot (managed by UCSB) are unpaved and create huge clouds of dust that drift over to IV School every time a vehicle passes by. This is unacceptable air quality conditions for the youngest part of the community. (3) Faculty and staff are the central part of the school. To recruit and retain high quality faculty and staff, adequate space and infrastructure needs must be provided. These valuable people are already underpaid for the work they do. We should at least make their work more enjoyable by providing high quality facilities. Thank you for conducting this survey.	4/19/2019 3:00 AM
35	I would like to see electrical outlets on every wall. Also, innovative storage areas and shelving in classrooms and around the school. It would be great to extend the roof to add more cover for outside learning spaces and passing areas. When it rains most backpacks have to come into the classroom since there is not sufficient cover to protect them from the rain. 21 backpacks reduces the learning spaces around the room.	4/19/2019 12:56 AM
36	There has been mention on the Brandon campus of adding parking to the playground near kindergarten playground butting up against Evergreen Preschool. We DO NOT want to see this happen. Our school cafeteria needs to be redone. We have a major safety issue at our school that I would think would be against fire code - if you are in the interior courtyard and gates and doors to classroom are locked you can't get out. What if there was a fire, a shooter, or some other natural disaster or you don't have a phone - you will be locked in. Thanks	4/18/2019 12:39 PM
37	Please maximize green space and natural outside areas. Plant trees for shade, and do not install artificial turf. Keep turf and outside areas with living plants, to keep students in touch with nature.	4/18/2019 11:45 AM
38	We need more classrooms so we can have art and others in own dedicated space	4/18/2019 9:04 AM
39	Would like to see the school district to make sure Kellogg will have a dedicated art room, stem program/room, and computer lab. I think it is very important for students to learn how to type properly on a computer instead of operating only tablets for the primary students.	4/18/2019 1:57 AM
40	The play area at IV kindergarten is very poor. Very little to choose from.	4/17/2019 9:48 AM
41	Isla Vista Kindergarten playground needs replacement, poor condition.	4/17/2019 2:03 AM
42	There is limited parking so everyone parks in both of the church side lots but there are no crosswalks. A central crosswalk between the two lots would be a great safety addition. Also I'm not sure what could be done but there doesn't seem to be much in terms of safety monitoring--no one monitoring if someone comes in the school without signing in (very easy to just walk into the common area and bypassing the office), fences are not monitored.	4/16/2019 2:44 PM

## Goleta Union School District District-Wide Facilities Master Planning

43	Thank you for sending this survey! I know that installing air conditioning is a huge undertaking, and would require a lot of infrastructure modifications, however, it has continued to become more of a need year after year. Our students and teachers are struggling to complete their daily tasks during our hot months, especially on PE days when there is nowhere to cool off after students have been running in the heat. Even if the air conditioning is only the multipurpose room, we would be grateful. Our other major need, especially for safety, is for our blacktop to be mended. It has deteriorated significantly in the last couple of years and has been the cause of many falls due to the cracks and loose gravel. Thank you for your consideration in these areas!	4/16/2019 1:48 PM
44	The buildings are out dated. There is no AC and it gets hot. Ideas at Kellogg: new play structure (ours is one of the worst in the district) Artificial Turf in the dirt areas by the classrooms 1st, 2nd and 3rd area. So students can sit and use that area as outdoor class space. Outdoor art space like Peabody elementary.	4/16/2019 1:40 PM
45	20 years ago I would not have mentioned AC, but temperatures have been getting higher and many of the classrooms are sweltering hot. In colder countries school would be canceled on those days.	4/16/2019 12:28 PM
46	As the garden chair I can tell you that it is extremely disappointing to try and get anything approved. Even putting one bolt into the side of the building to add shade for the kids takes and act of God and is frustrating to say the least.	4/16/2019 10:20 AM
47	It is important to our family that the GFS and Foothill communities continue to share the Foothill campus and enjoy the collaborative dynamic that benefits all students and families.	4/16/2019 3:42 AM
48	I want to be sure Goleta Family School stays on Foothill's campus.	4/16/2019 3:17 AM
49	Blacktop at Brandon School needs to be repaved. Our athletic children are continually coming home with scraped up and bandaged hands, elbows and knees from falling due to loose gravel on the basketball and handball courts and other blacktop areas. Please consider this a health and safety matter.	4/16/2019 2:18 AM
50	Ideally, it would be great to have a large room which could accommodate the entire student body. This would likely require demolition of the MPR building and rebuild with two stories. Expensive, yes; but long-lasting, and would provide maximum flexibility, as the space could perhaps be subdivided with sliding partitions when needed.	4/15/2019 1:48 PM
51	The blacktop and play area at Kellogg desperately need to be replaced and updated. The play structure is old and unsafe and does not have many options for students to play, nor is it accessible to all students regardless of height, age, or ability. The black top is also cracking and unsafe	4/15/2019 1:37 PM
52	I would prefer for faculty that have their own children at their school not be involved in disagreements that the their children may have with other children.	4/15/2019 12:52 PM
53	No	4/15/2019 10:39 AM
54	Kellogg School's blacktop really needs to be replaced. More recycling options at the school would be good. Air conditioning or better cooling capabilities are needed for the warmer months of the year.	4/15/2019 9:54 AM
55	As a GFS parent, I really value the existing location and community feel of the GFS/Foothill classrooms. Any significant change to the GFS classroom setup would be very disruptive to the educational environment the GFS parents, teachers and staff have created.	4/15/2019 8:38 AM
56	population of students are growing and school is not. More available classroom space to keep classroom room sizes down and space for STEAM for our students. Landscaping at our school is sad. Weeds everywhere. District need better pride in how our school looks. Just drive up and you will see 4 different areas near the entrance full of weeds. We have space for solar panels over the parking lot. Our blacktop is awful. Children getting injured everyday. Also the use of some district moneys I just don't understand. We can't wash dishes in our cafeteria but we bought a new lunch food buffet cart that the kids can't even reach into and use bc it is HOT and they are shorter than the cart...not a smart choice. Use the funds for the dishwasher. Art & Music are all on a CART???? Need classroom! Science and Computer Science share??? Too crowded and with all the tech in the classrooms the computer science is the specialist that should be able to move from class to class with ease.	4/15/2019 7:37 AM

# GOLETA UNION SCHOOL DISTRICT | APPENDIX C

## SURVEY RESULTS

### Goleta Union School District District-Wide Facilities Master Planning

57	The buildings are out-of-date and in need of maintenance. Our school looks old and run-down, and needs a face-lift (especially inside the classrooms - paint, cabinet surfaces, etc. and in the cafeteria and office). Also, we need updates to support current technology... outlets that are accessible, wifi that supports the entire campus with reliability.	4/15/2019 7:13 AM
58	The walkway between kindergarten rooms and the office is often used by parents/visitors to avoid the office sign-in. For safety purposes, would a chain link fence be appropriate to deter this?	4/15/2019 4:10 AM
59	We need space. Our school is impacted with large class sizes and a lack of classrooms. Our specialists need their own space, especially music (currently in MPR). We need spaces for staff meetings, IEP meetings, small group instruction, pull outs for combination classes, etc.	4/15/2019 3:51 AM
60	I believe a modern school facility should incorporate the following: 1. Promote renewable energy with achievable goals - solar for new buildings, shades in the playground or parking lots, etc. 2. Include waste reduction facility, such as dishwashing capability, recycling bins, bigger lunch area to accommodate more students so that students are not rushed during lunch (reduce food waste), etc. 3. Include edible landscaping whenever possible 4. Create rainwater catchment systems whenever possible Please be forward thinking about a 10-year plan. Schools should be proactive about issues that will affect our children in the long term. With all these facility updates, please also consider a position to oversee the sustainability, so that schools' action can match up to the capability of the facilities.	4/15/2019 3:37 AM
61	Somehow, gate off campus to funnel visitors to office. Signage. More cameras.	4/15/2019 3:33 AM
62	We would like to see the Bowl at Foothill be updated and then be able to be used for more. It is a great space that's under utilized.	4/15/2019 2:55 AM
63	ADA compliant (accessible) playground areas and bathrooms, particularly for children in wheelchair, gait trainers, etc.	4/15/2019 2:49 AM
64	The teachers are probably a better source of knowledge about facilities needs. Most of the bike parking racks at Foothill are bent and can't accommodate a bike tire. Drop-off flow is very slow, especially during on rainy days.	4/15/2019 2:06 AM
65	Heating, ventilation, and air conditioning is a necessary update with our current climate change. It's very difficult to teach in a classroom that has cold temperatures or very high temperatures. Children are sensitive to room temperature and any changes truly affects their ability to process and learn what taught.	4/14/2019 1:09 PM
66	Improving heating and adding air conditioning would make a huge difference for students and teachers. Updating classrooms with new carpet, flooring, and resurfaced/replaced cabinets and storage would make a huge difference as well.	4/14/2019 1:01 PM
67	Kellogg is growing at a rapid rate. It has been discussed that portables are coming, but it still leaves large class sizes and combos each year. Also, some classrooms such as the learning center where students should be in the optimal learning environment to make progress are in large groups or in a room with other 3 sometimes 4 or other learning groups. Art, Music, Computer and other Specialists are hard to keep as we have seen this year because of the large class sizes and not having their own space.	4/14/2019 9:15 AM
68	The kindergarten playground has very little shade.	4/14/2019 8:53 AM
69	Put a locked fence around the entire school to protect students. Revamp garden area and playground.	4/14/2019 5:22 AM
70	We need the blacktop to be redone, need for shade structures on blacktop, importance of paint/color on blacktop and walls (need some tiger mascots painted somewhere); a track would be nice; would be great to have composting there; signage for how to find classrooms is needed	4/13/2019 11:26 PM
71	Air condition is a must have. Every year it gets hotter and hotter and my poor kids are suffering.	4/13/2019 3:42 PM
72	I know that our district uses union employees, which I value. However, it is frustrating when projects, like repaving a blacktop or fixing a play structure, cannot happen because GUSD employees are too busy. There needs to be some sort of agreement or compromise to get needed work done.	4/13/2019 12:24 PM
73	At our site the years are showing. Many rooms have ceiling leaks or falling ceiling tiles. Water damage and mold are a concern. The blacktops are so torn up that students are unnecessarily hurt when they fall. The school is charming and well loved but needs updates to feel safe and secure.	4/13/2019 9:31 AM

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### Goleta Union School District District-Wide Facilities Master Planning

74	Kindergarten play yard is very poor quality. Needs a brand new playground. Bathrooms very poor quality -very old.	4/13/2019 4:42 AM
75	I think the district should focus on what the teachers feel is needed.	4/13/2019 3:49 AM
76	Fix the blacktop!!!	4/13/2019 2:13 AM
77	focus on student safety during the day	4/13/2019 1:55 AM
78	Isla Vista school needs more parking. We are in a dangerous situation that isn't emergency safe. Not enough spaces. No control over UCSB students parking there. Terribly huge potholes in the main entrance to the school with a hard right turn to kinder area. PARKING!	4/13/2019 1:44 AM
79	Ellwood has had several plumbing problems over the last year. The MPR needs to be larger and there should be one restroom easily accessible near this area for special activity nights/parent nights. The office doesn't face the street/visitors so it feels like it's lacking surveillance. The path from sidewalk to school is not accessible (there are steps).	4/12/2019 11:11 PM
80	Drop off at IV is very difficult. There needs to significant work with relevant planning agencies and the police for the 20-minutes of drop off and pick up each day. The situation causes strain and conflict between members of the community. An active drop off zone, monitored by an official crossing guard, would help. Monitoring of the lots at these times are needed. People without handicapped placards or plates often use the handicapped spots during those times, and even park on the no parking cross hatch handicapped areas. It feels like total chaos some days. Staffing to help with flow and a designated, monitored live drop off point could help.	4/12/2019 10:38 PM
81	The classrooms are incredibly hot when the weather gets warm and the fans are too loud. They need to improve the conditions on hot days so students can focus and learn.	4/12/2019 3:37 PM
82	The playground structures are in desperate need of being replaced with new structures for our kids. I know of various families kids who've been hurt on current structure including my own kid. Thank you.	4/12/2019 3:29 PM
83	I am most concerned regarding the flow of oxygen into classrooms. Many studies indicate that most classrooms have poor ventilation and circulation rates and high carbon levels. These conditions (specifically high carbon levels) lead to decreased cognitive performance	4/12/2019 3:17 PM
84	Blacktop at Mountain View is disintegrating and has become dangerous and hazardous to play on in many areas including the basketball courts. Excess dirt and gravel have caused many students to slip and fall on blacktop especially when playing basketball. This needs attention asap	4/12/2019 2:16 PM
85	Black top and fields are in really bad, unsafe conditions. My child gets injured constantly from falling on uneven, deteriorating black top. The building structures are getting worse by the day with wood rot damage, leaking during rain, and faulty electrical systems. A/C needs to be considered as our classrooms are not comfortable during hot days. And the grounds, landscaping specifically, is all new due to our pta but the district doesn't even have someone pull weeds and keep our campus looking nice and kept up. Safety for our kids should be a high priority too as the gates and fencing seem to be a low standard currently.	4/12/2019 2:06 PM
86	We do not have enough classrooms for all our students and specialists. We need a dedicated music room so teachers can utilize the multipurpose room. We need a DTEAM room to keep up with 21st Century and NGSS initiatives.	4/12/2019 2:04 PM
87	Need to repave blacktop at foothill. Air conditioning would be nice	4/12/2019 1:52 PM
88	Big kids playground at Kellogg needs replacement - kindergarten playground is great. More shade would be nice.	4/12/2019 1:27 PM
89	The playground area needs a huge makeover. Hvac as long as school starts in hot August.	4/12/2019 1:21 PM
90	I'm curious if building a new additional Junior High School in West Goleta is being considered.	4/12/2019 1:20 PM
91	Our schools weren't designed to control access, that would be my top priority. Second classrooms that are more flexible for the wide range of learning disabilities that are mainstream now. Frankly I'll support whatever teachers want after safety. They live it and know what does and doesn't work.	4/12/2019 12:58 PM
92	Students really need a/c	4/12/2019 12:55 PM
93	The buildings at Ellwood Elementary school seem to have not been updated in 30 years and are dire need of a renovation.	4/12/2019 12:49 PM
94	On hot days, it gets brutally hot in the classrooms.	4/12/2019 12:32 PM

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# SURVEY RESULTS

Goleta Union School District District-Wide Facilities Master Planning		
95	I feel it's sad that our blacktop is so poorly maintained. Brandon has a playground that is not even utilized due to its poor condition.	4/12/2019 12:29 PM
96	Kindergarten classrooms and bathrooms are very old and need a major update. The cabinets were not updated along with the rest of the school many years ago. Ellwood has had 3 major plumbing problems in the last few years and seems to be a constant problem.	4/12/2019 12:28 PM
97	Hiring additional custodial staff in order to be proactive in keeping facilities clean, functional, and appealing is job #1 in my book. And fixing the plumbing so there isn't black stinking water coming out in sinks and drinking fountains. Beyond that, facilities seem to be in equally fair condition, with nothing else standing out as horrendously bad. Just older campuses in need of real care.	4/12/2019 12:11 PM
98	For safety reasons, I would like to see a closed campus during the day where the campus is locked down during school hours and the only access point for visitors is through the office.	4/12/2019 12:07 PM
99	The "filtered" water spouts we got taste terrible. They taste like dirt so I have to send a couple water bottles with my son everyday when he has water accessible at school. If he drinks the school water he always ends up getting a headache!	4/12/2019 11:30 AM
100	We are so incredibly happy with the staff at Brandon School! ☺☺	4/12/2019 11:20 AM
101	There needs to be AC. The kids sweat in Fall and Spring in the classrooms. Food served should be all home made. SB Unified does this and the program is a huge success.	4/12/2019 11:16 AM
102	Walking Children to school, there's only 1 way to walk as you walk up to the school. The side walk isn't wide enough with bikes, scooters & people walking both directions. I don't see a solution for the amount of space there is but it is inconvenient when your trying to get your child to school on time & walk back to your car to go to work. The drop off line sometimes takes more time then to park and walk.	4/12/2019 10:51 AM
103	Thanks a ton for giving our kids a wonderful environment for learning . I feel the schools should be more secure and safe for the kids . May be more structured scrutiny of people and more controlled access to the campus might help .	4/12/2019 10:50 AM
104	I am concerned about misidentification of second language learners for schools to gain extra funding. Students who are inappropriately identified have to go through extra testing at a young age without cause. That can lead to unwanted stress.	4/12/2019 10:49 AM
105	As it continues to get hotter every year - air conditioning becomes more and more important for the classrooms!	4/12/2019 10:46 AM
106	There are 2-3 pregnant women on Brandon campus, I'm wondering where will their lactation room be?	4/12/2019 10:45 AM
107	All classrooms and school facilities need A/C... More security around all campuses	4/12/2019 10:43 AM
108	Stop bussing.	4/12/2019 10:42 AM
109	Thanks to ask our opinion	4/12/2019 10:41 AM

Goleta Union School District District-Wide Facilities Master Planning		
110	I have a few comments that correspond with numbers above: 12. Outdoor Classroom etc. - I would love to see some improvements and updates to the garden and outdoor classroom. I understand that the PTA created the outdoor classroom, but there was always a second stage to that project. I am saddened that it was never built as I think it would be an amazing addition to the school and community. I feel like this bit of outdoor education is vitally important to our children's education and would like to see it expanded upon. My children have been so excited to have class in the garden and come home beaming about all of the foods that they tried. I would really like to see this education expanded. 20. Thermal Comfort - this is completely dependent on the outside temperature. The teachers have the ability to make the rooms warmer, but besides opening windows, no way to cool the rooms. This leads to some really uncomfortable days for students. Air conditioning would be amazing, but only if it could be done in a sustainable way (i.e. solar panels on the roof). 24. Sustainability - there are no accessible recycling bins on campus. The playground gets used a lot on the weekends and it would be really nice to have at least one recycle bin that we can use while there. I feel like there is a lot of recyclables going into the trash because of a lack of access. 25. Blacktop etc. - The blacktop could sure use a resurfacing, although I heard that you folks are planning to re-slurry it this summer, so that's great. 26. Arrival etc. - It would be nice to have more signage at the main use entrance to the school. Currently, there are no signs to tell folks how to get to the office. Being that everyone on campus is required to sign in, it would be great if they knew that upon arrival. Carrie and team always have the sandwich boards out to let folks know, which is great, but it would be nice to have a permanent sign consistent with the style of the school. 29. Parking - Not a lot to say...parking is terrible at Ellwood. That said, I am not sure that there is a solution as there isn't any space to add parking. However, enforcing the parking that is available (i.e. maybe having a parking person out at drop off and pick specifically making sure that folks don't double park) would help traffic to flow before and after school. 31. I love the new location of the bike racks. Thank you very much for moving it!	4/12/2019 10:17 AM
111	It would be nice to have a separate play structure for the 1st-3rd graders.	4/12/2019 9:12 AM
112	Would love to see incorporation of solar power into the school campus, as well as enhanced composting/recycling facilities on each campus. We need to move towards sustainability.	4/12/2019 9:05 AM
113	My main concern is the need for and lack of additional classrooms at Kellogg. I also think that the district needs to seriously consider investing in solar energy and adding AC.	4/12/2019 8:42 AM





