



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Franklin Elementary School

March 18, 2025



Overview/agenda

- Carey Upton, Chief Operations Officer, Intro
- Eran Zeevi, Principal, Discuss the Why Factor
- Campus Master Plan
- Historical Resources
- CEQA Compliance
- Questions



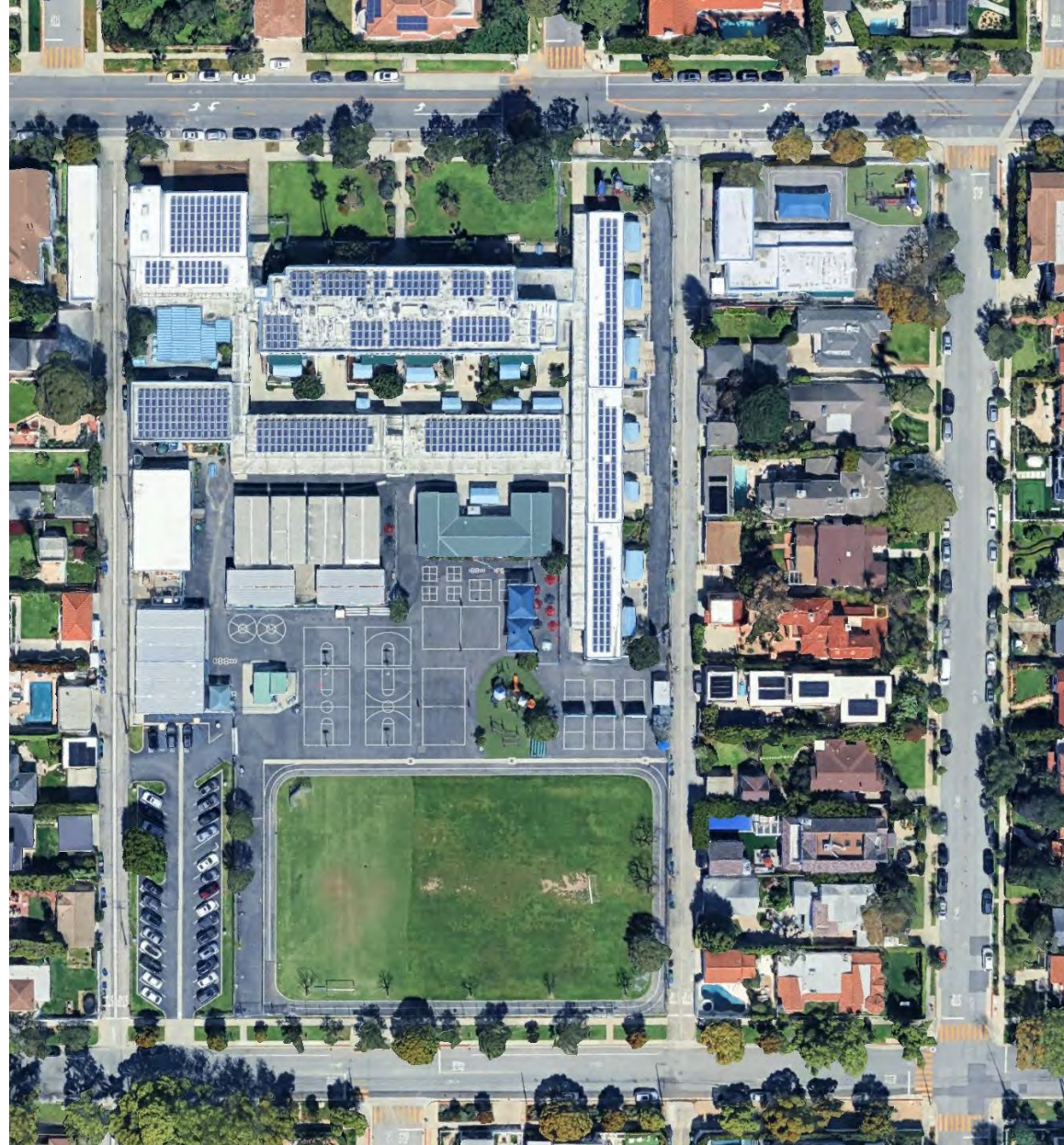
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Franklin Elementary School Campus Plan

CEQA Presentation

March 18, 2025

Existing Condition



District Ed Specs Overview



Objectives:

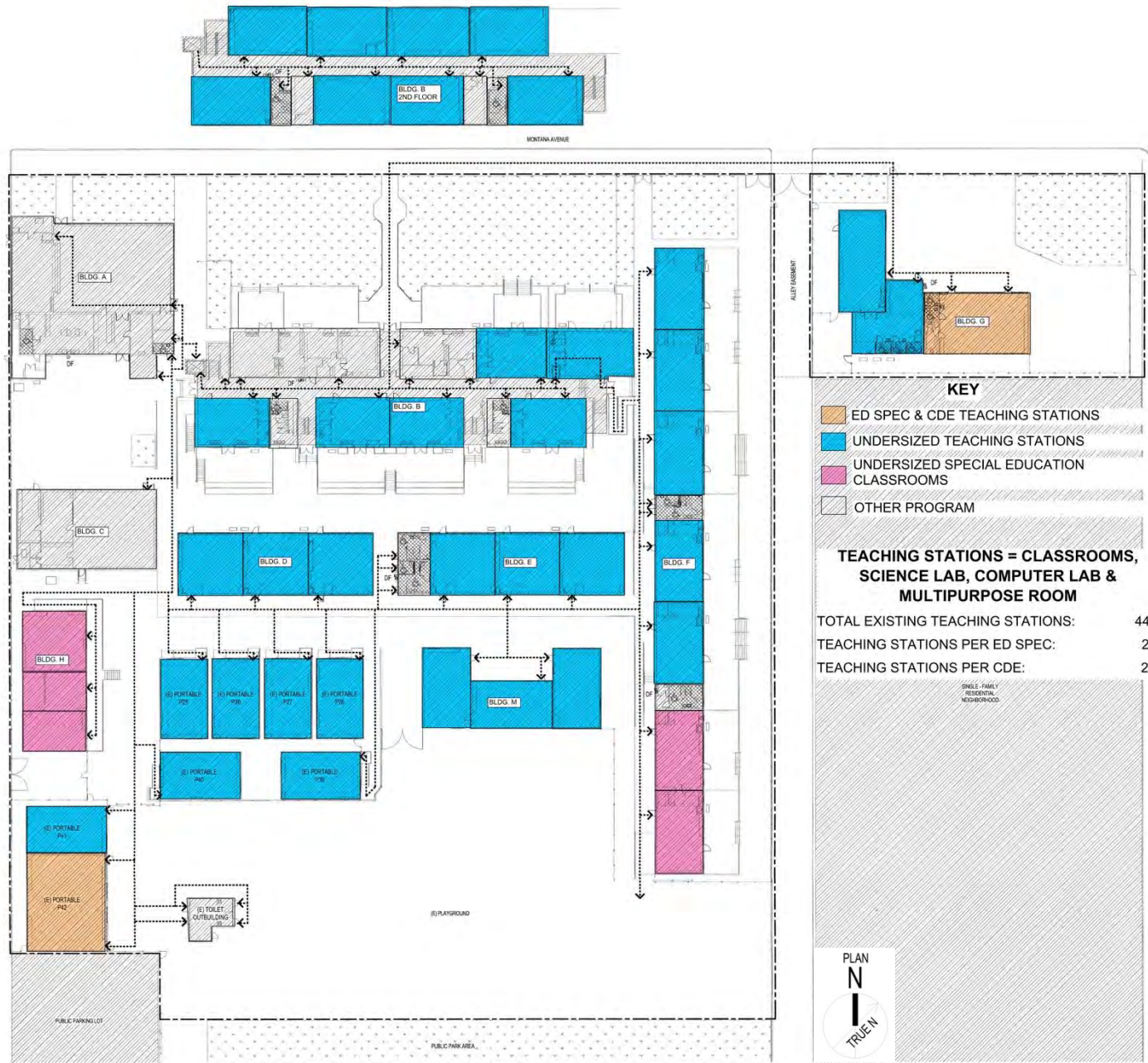
- Establish Future Instructional Delivery That Aligns to Goals of the SMMUSD LCAP and Excellence Through Equity Initiative
- Provide 21st Century Learning Environments That Encourage Individual, Small Group and All Class Collaboration That Embraces the Unique Programs at SMMUSD
- Design Spaces for Students to Function at the Highest Level
- Enlist Results Driven Approach to Student Success
- Increase Student Engagement as Part of a Project Based Learning Model
- Enhance Student and Family Access to Resources to Increase Student Success
- Improve Technological Infrastructure to Support Learning Spaces Designed for 21st Century Skills
- Provide Safe and Secure Schools Designed with a Whole Child Approach to Learning Aligned with SMMUSD Vision
- Provide Healthful Learning Environments Aligned with District Sustainability Goals and Designed to Contribute and Improve Student Performance.
- Provide a Road Map Designed to Align With Future Facilities Campus Planning

Elementary Model School: Future Planning by Room Type

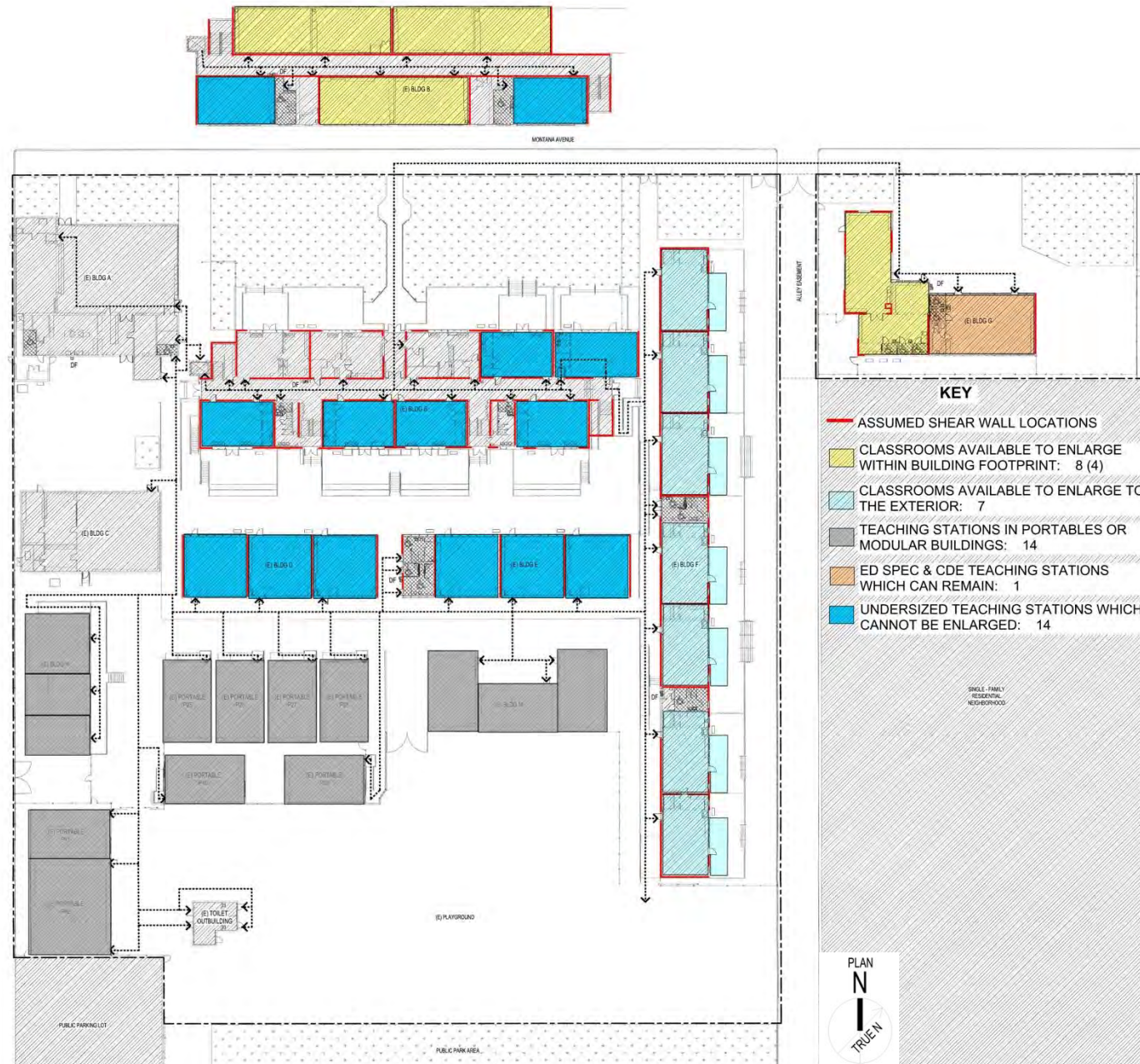
Campus Capacity		Building & Site Requirements			
Capacity	600-700 Students	Parking	56 Stalls		
	QTY	STUDENT TEACHER RATIO	TOTAL STUDENT COUNT	SF/EACH	TOTAL SF
Academic Core					
PK	1	1:20	20	1,350	1,350
T-K	1	1:20	20	1,350	1,350
Kindergarten	3	1:24	72	1,350	4,050
1st Grade	4	1:24	96	1,200	4,800
2nd Grade	4	1:24	96	1,200	4,800
3rd Grade	4	1:30	120	1,200	4,800
4th Grade	4	1:30	120	1,200	4,800
5th Grade	4	1:30	120	1,200	4,800
Special Education	3	1:8	24	1,200	3,600
Total	25		636		34,350
Specialized/Flexible					
Teaming Area	4	—	—	2,200	8,800
Block Classrooms – 4	—	—	—	—	—
Flex Science/Art	2	1:30	—	1,400	2,800
Maker Lab	2	1:30	—	2,000	4,000
Multipurpose	1	400	—	5,200	5,200
Cafe/Culinary	1	400	—	8,000	8,000
Flex Music	2	1:30	—	960	1,920
Library	1	—	—	7,900	7,900
Total					38,620

	QTY	STUDENT TEACHER RATIO	TOTAL STUDENT COUNT	SF/EACH	TOTAL SF	
Support						
Administration	1	—	—	4,330	4,330	
Other						
B/G Restrooms	—	—	—	2,200	8,800	1 for Every 6 Classrooms Use Inventory From Above Distributed as Campus Hubs Including Flex Sports
Staff Restrooms	—	—	—	—	—	
M/E/P Service Rooms	—	1:30	—	1,400	2,800	
MDF	—	1:30	—	2,000	4,000	
Circulation (15%)	—	400	—	5,200	5,200	
Total					23,760	
Outdoor Instructional						
Early Childhood Play	—	—	—	75/student	3,000	Included, Outdoor Learning
Kinder Play	—	—	—	75/student	5,400	
Elementary Play	—	—	—	100/student	57,600	
Lunch Shelter	—	—	—	—	1,800	
Outdoor Performance	—	—	—	—	5,200	
Cafe Garden	—	—	—	—	5,000	
Parking	—	—	—	—	56 Stalls	

Core Leadership Meetings – Campus Analysis



Core Leadership Meetings – Campus Analysis





Campus Plan

Proposed Campus Plan



Proposed TK/K Classroom Complex



Proposed Two-Story Classroom Building



Proposed Makerspace



Proposed Kitchen / Cafe



Proposed Library & Flex Building





Proposed Campus Plan - First Floor

Administration & Support - First Floor

10,950 Square Feet

- Interior Building Renovation

Auditorium

4,769 Square Feet

- Interior Building Renovation
- Outdoor Performance Area

Flex Science, Music, and Art

4,300 Square Feet

- Music, Science, and Art Classrooms

Library

5,000 Square Feet

- Modern Library, Book Storage, and Book Garden

Kitchen / Cafe

7,600 Square Feet

- Complete Culinary Kitchen
- Indoor / Outdoor seating

Makerspace

4,200 Square Feet

- Indoor / Outdoor Maker Studios
- Presentation Yard w/ Flexible Outdoor Spaces

Classroom Building - First Floor

15,500 Square Feet

- 11 Classrooms
- Student and Staff Restrooms
- Elevator and Stairs
- Outdoor Classrooms

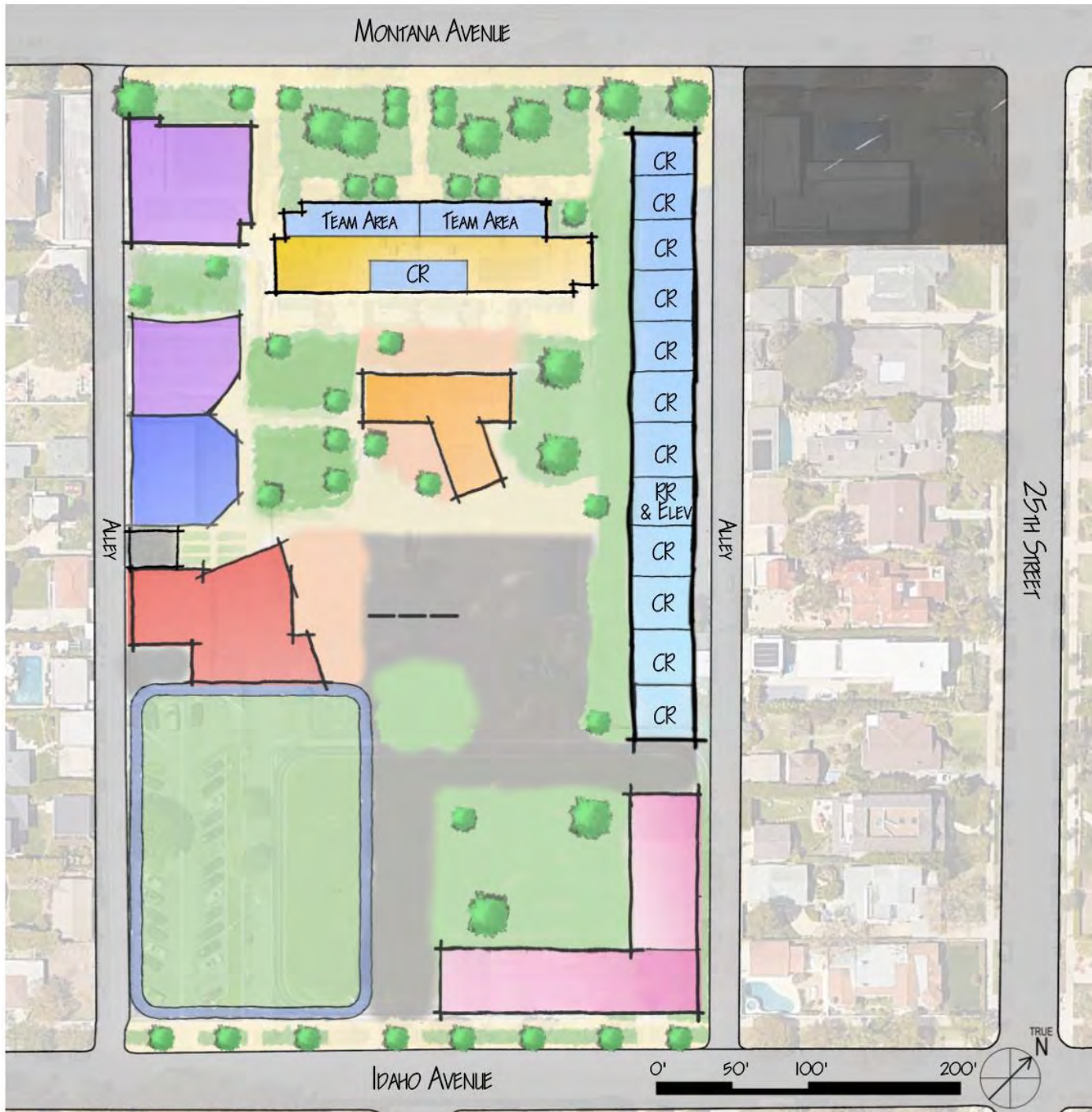
Kindergarten / Transitional Kindergarten Complex

10,700 Square Feet

- 4 Kindergarten and 3 Transitional Kindergarten Classrooms
- Student Restrooms within the classrooms
- Teacher Workroom and Staff Restroom
- Enclosed K / TK Play Yard

Outdoor Spaces

- U-10 Soccer Field w/ Running Track
- Hardscape Play Area including 3 Basketball Courts and 3 Handball Courts
- New Play Equipment
- New Parking Lot with approximately 44 spots



Proposed Campus Plan - Second Floor

Administration & Support - Second Floor

10,950 Square Feet

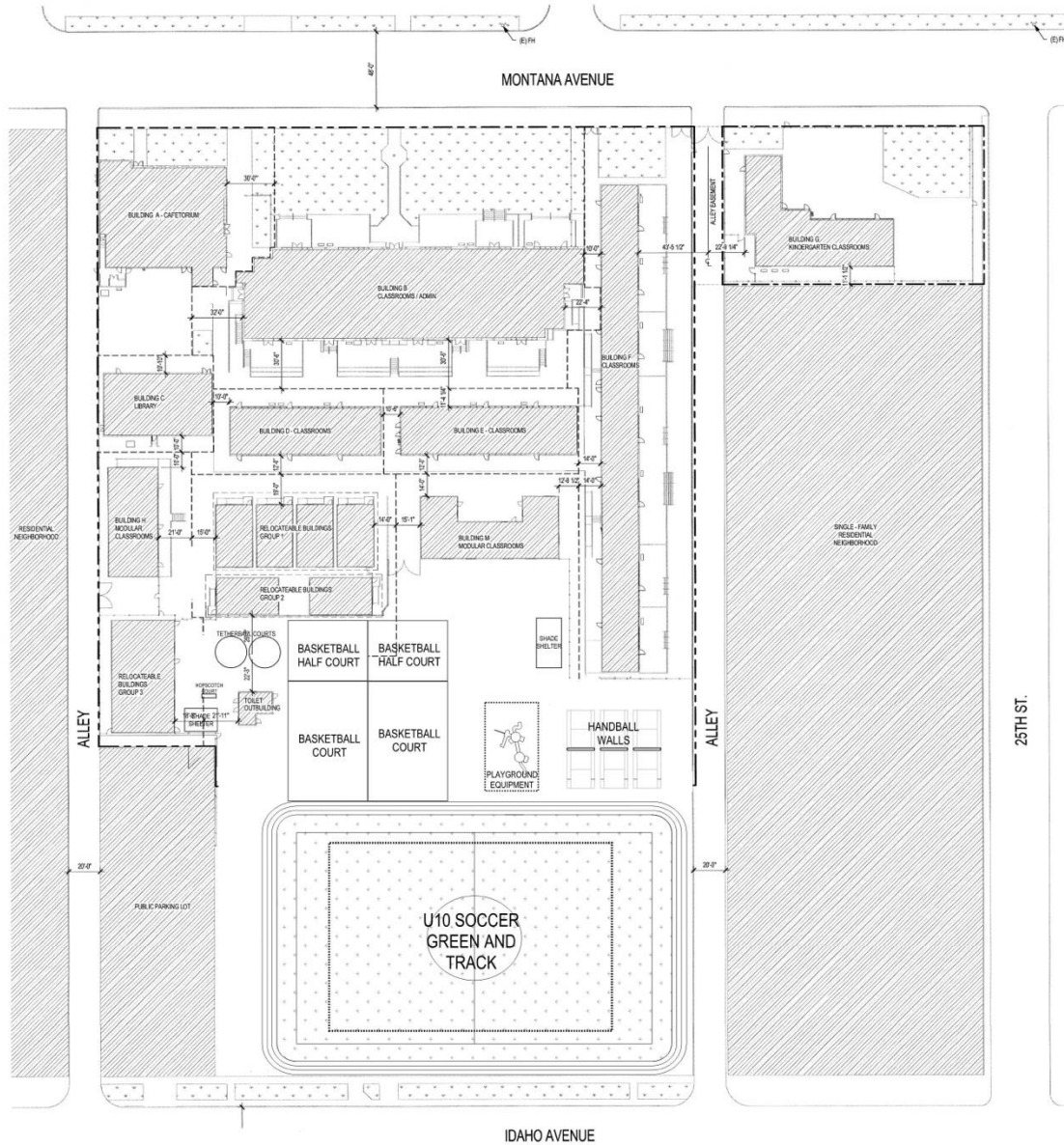
- Interior Building Renovation
- 2 Teaming Rooms
- 1 Classroom

Classroom Building - Second Floor

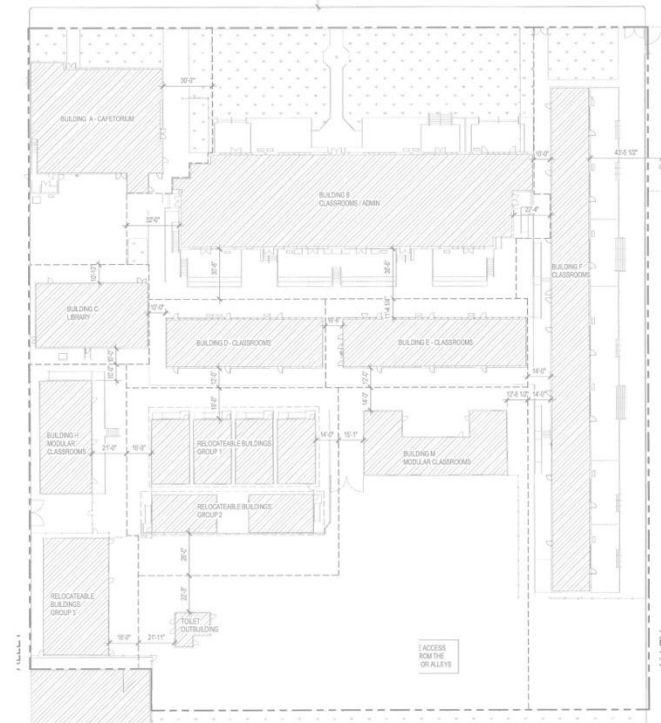
15,500 Square Feet

- 11 Classrooms
- Student and Staff Restrooms
- Elevator and Stairs

Proposed Phasing: Existing

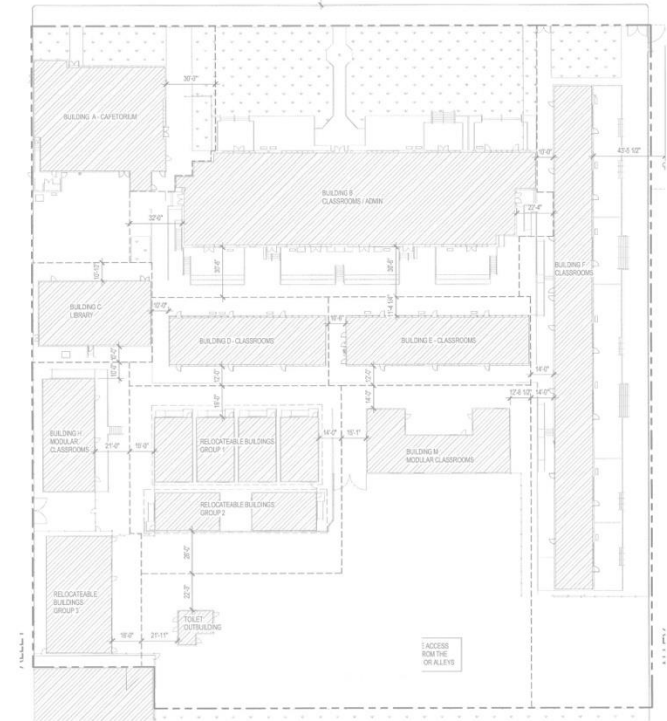
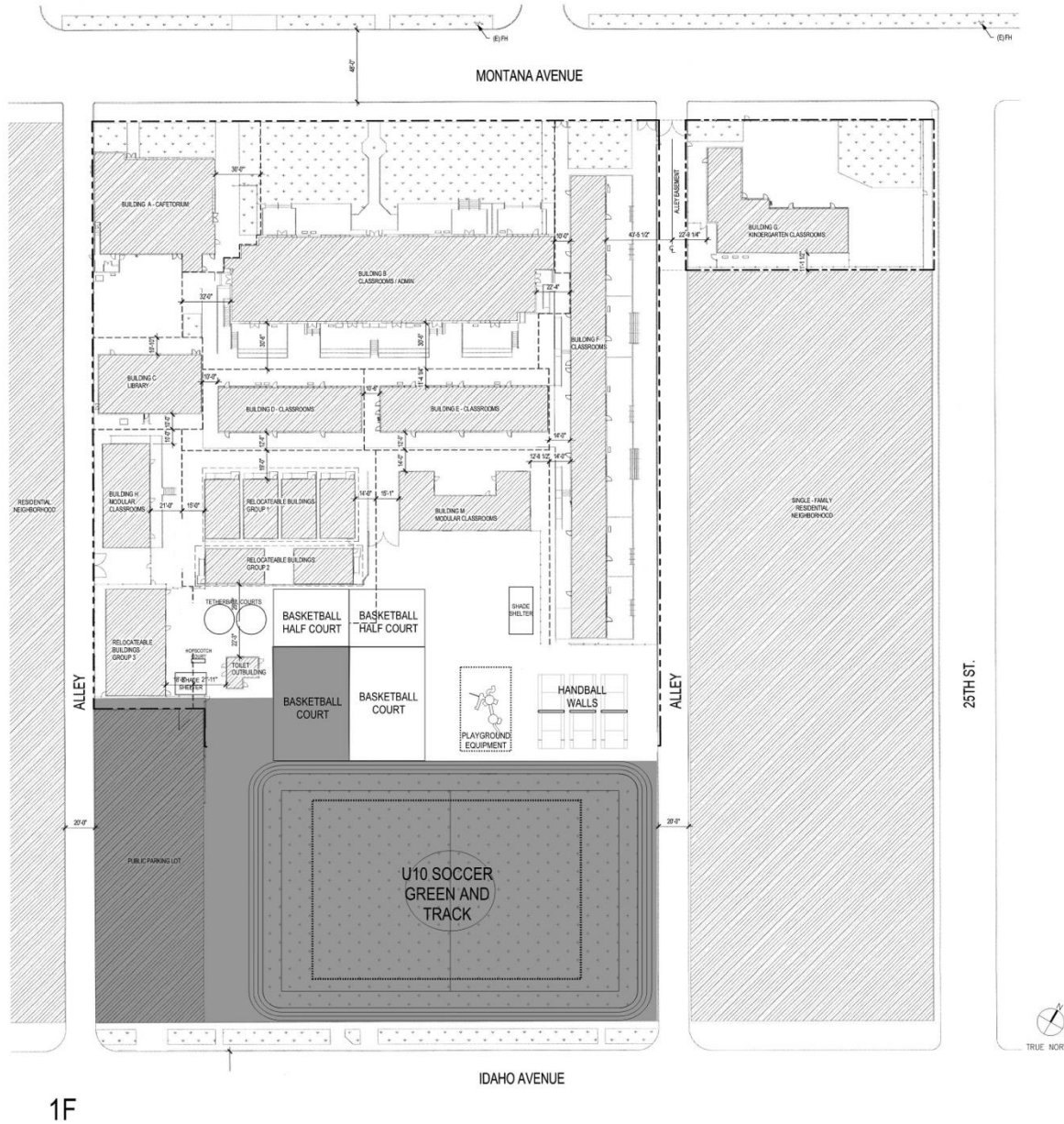


1F



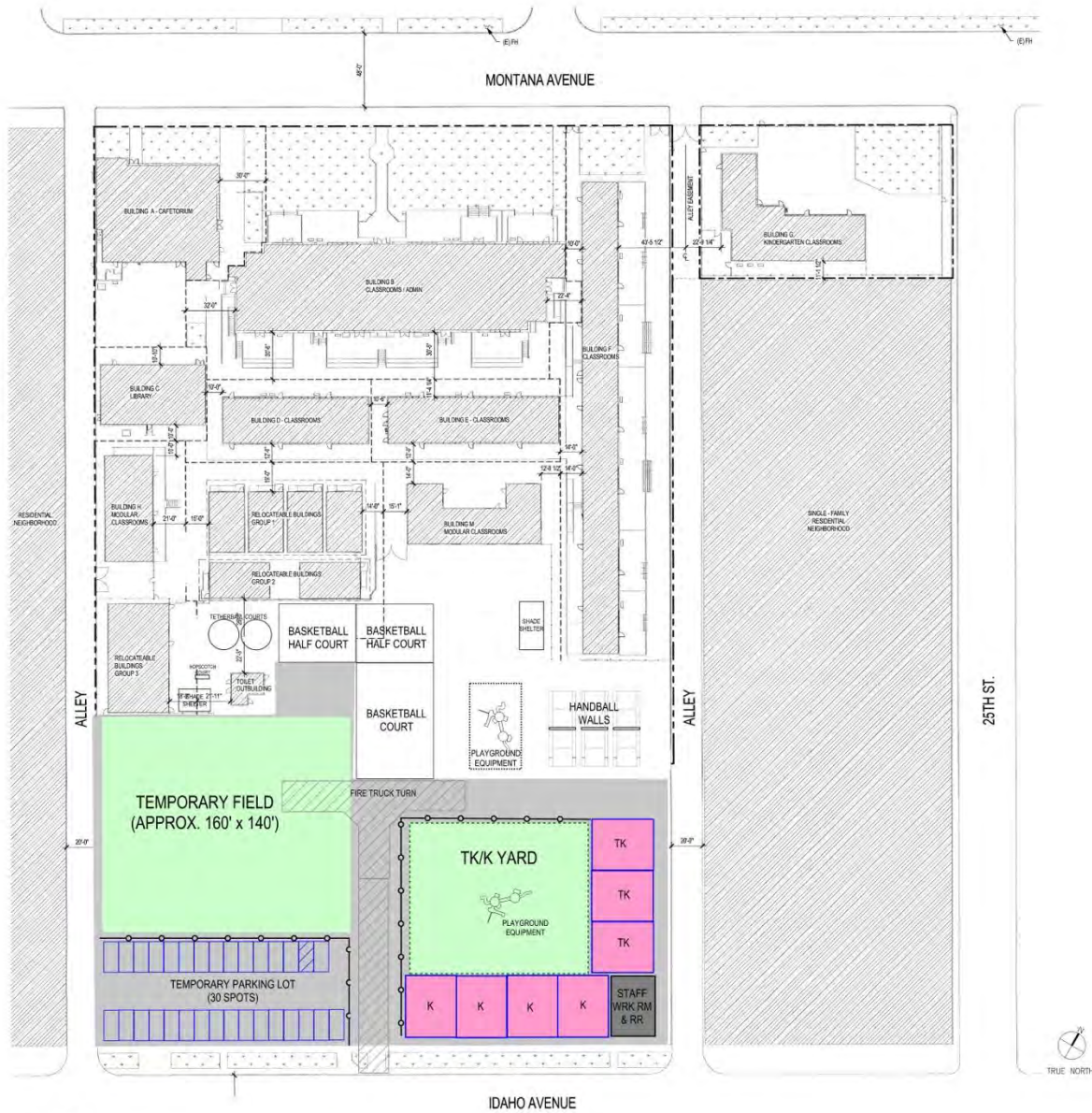
2F

Proposed Phasing: 1A Demo

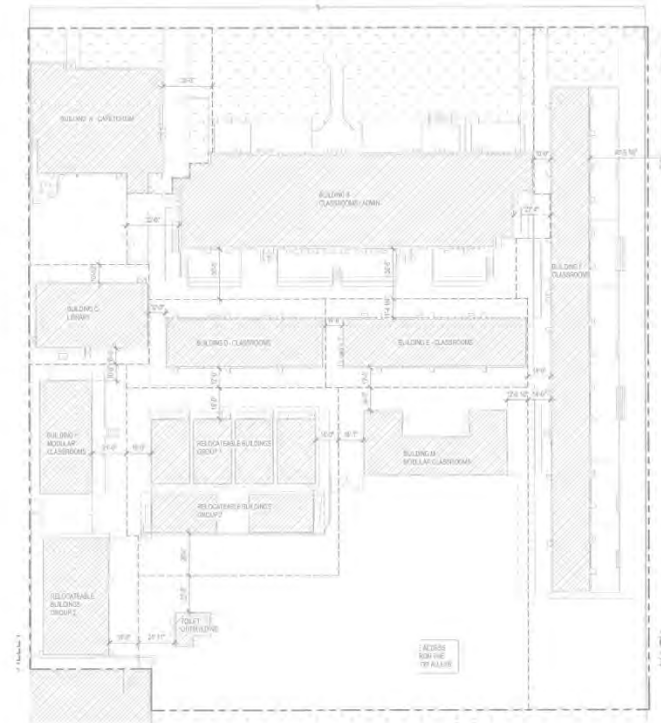


2F

Proposed Phasing: 1A Build

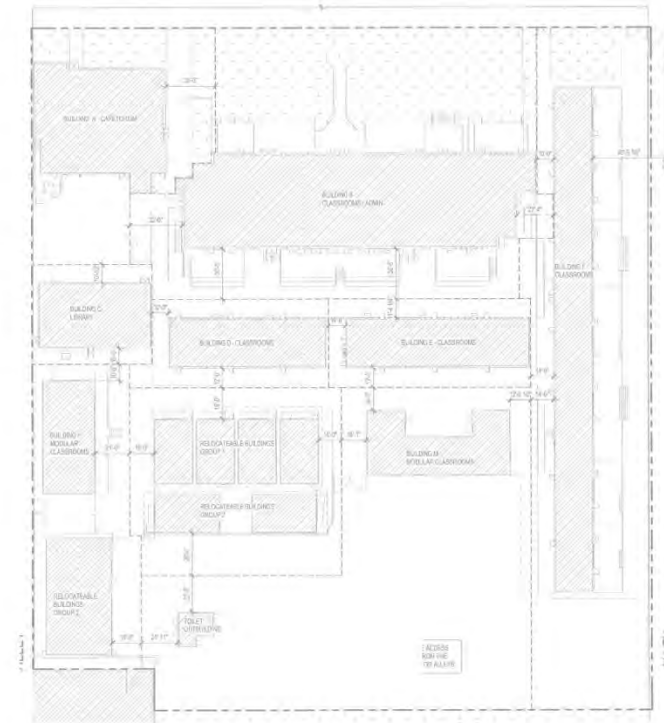
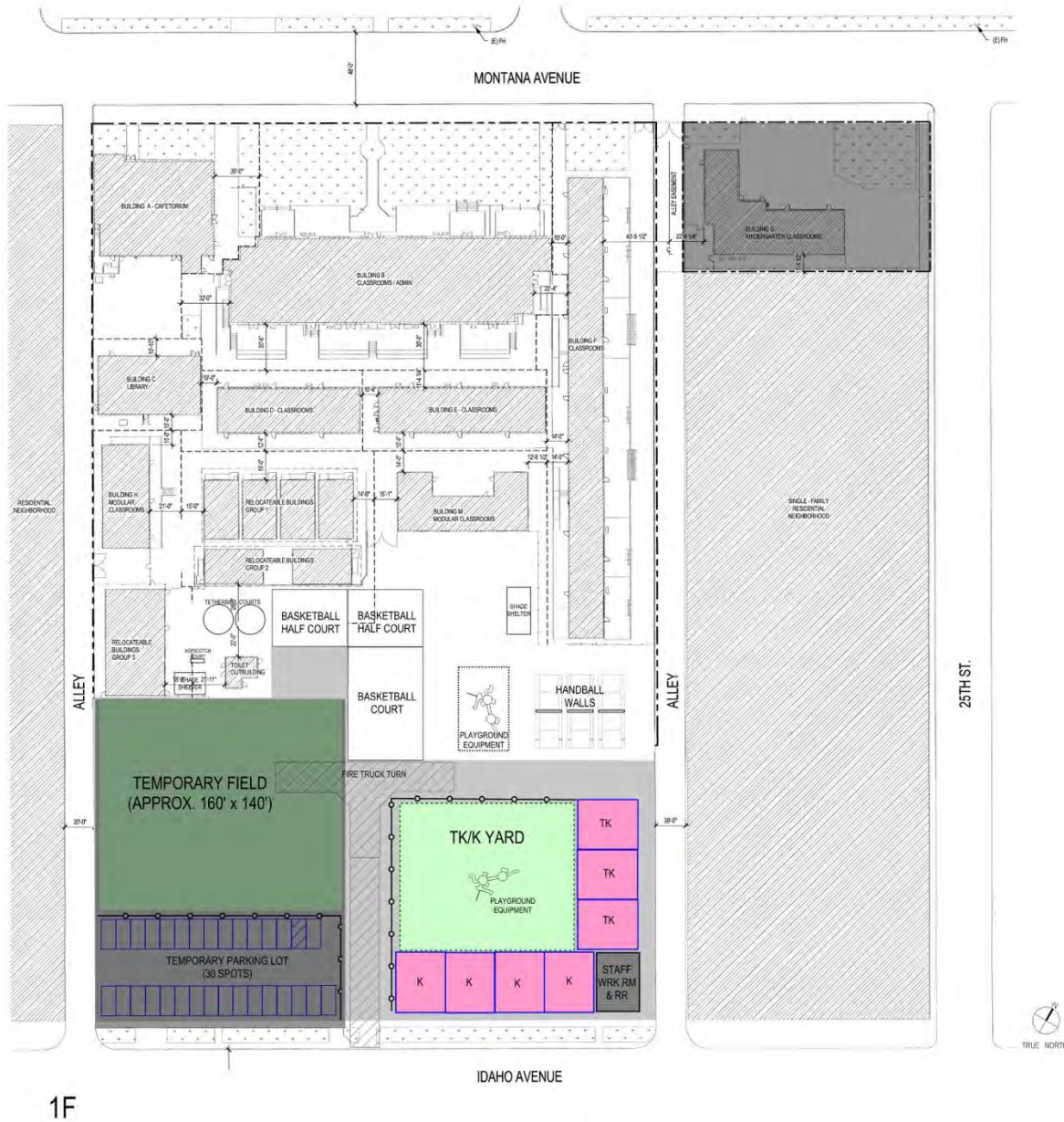


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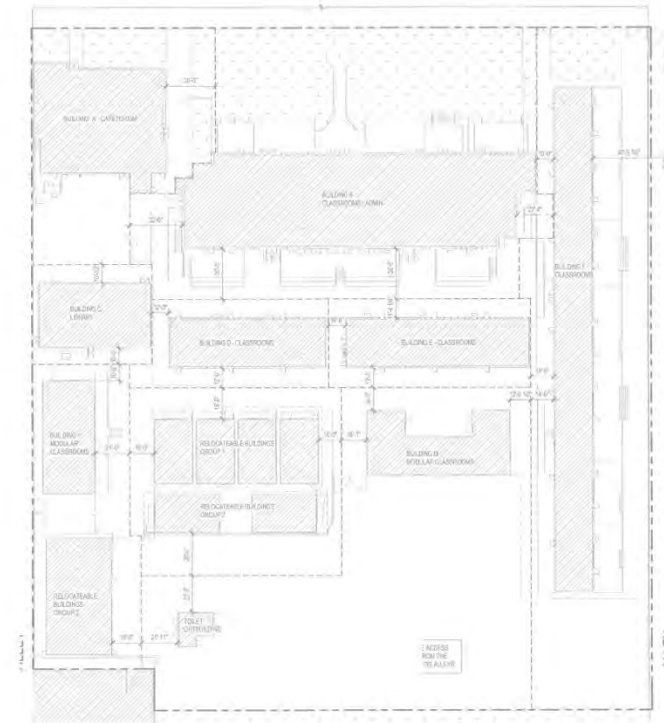
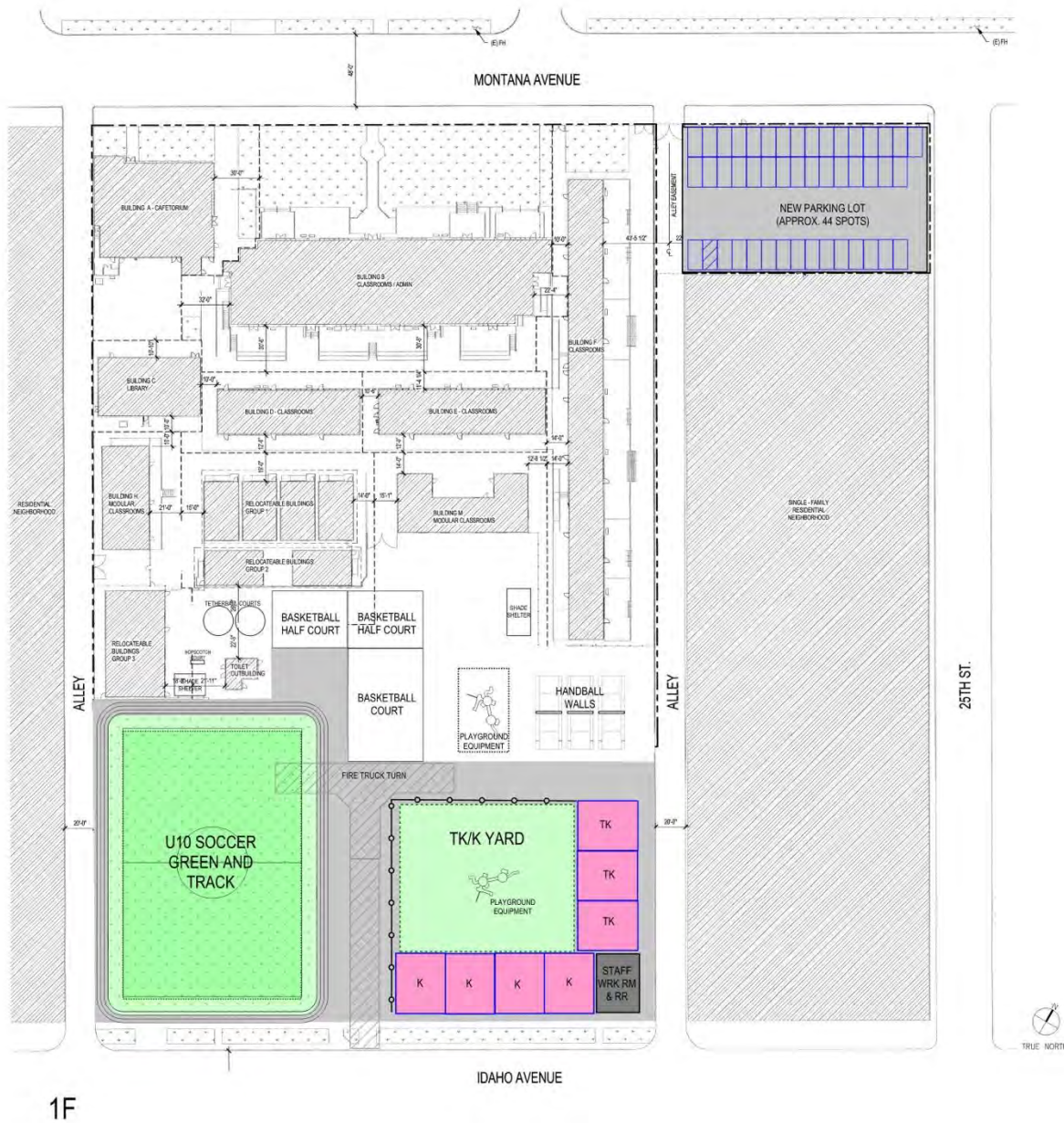


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Proposed Phasing: 1B Demo

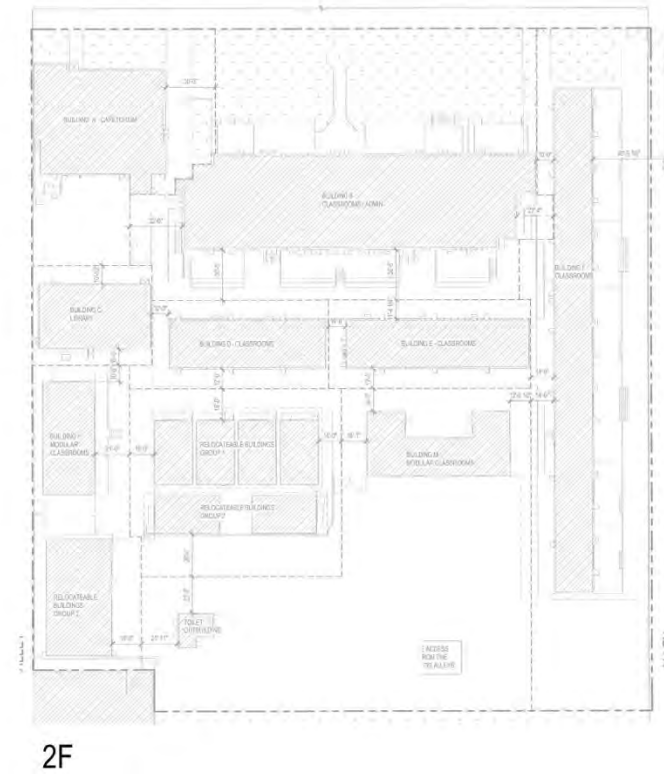
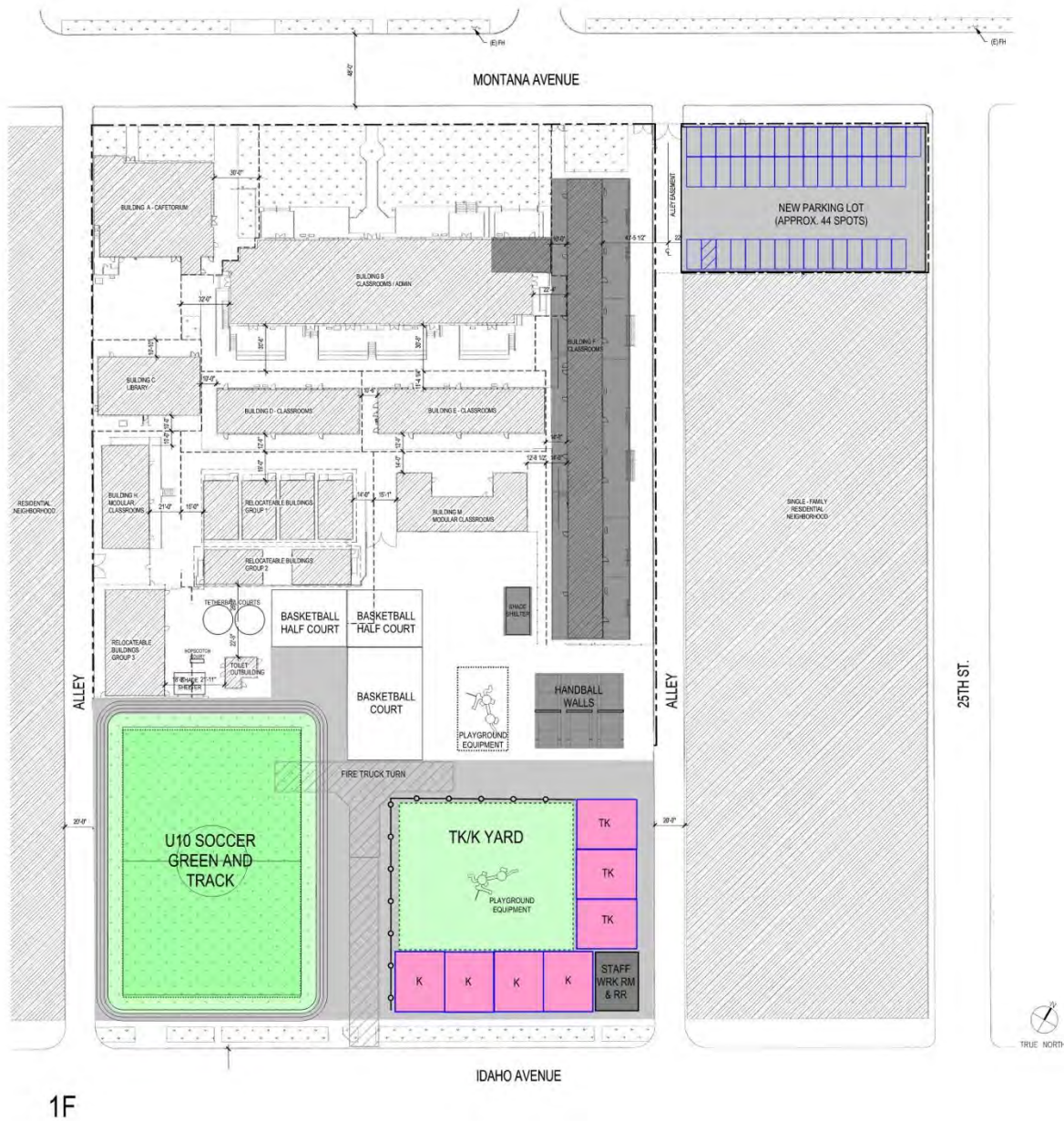


Proposed Phasing: 1B Build



2F

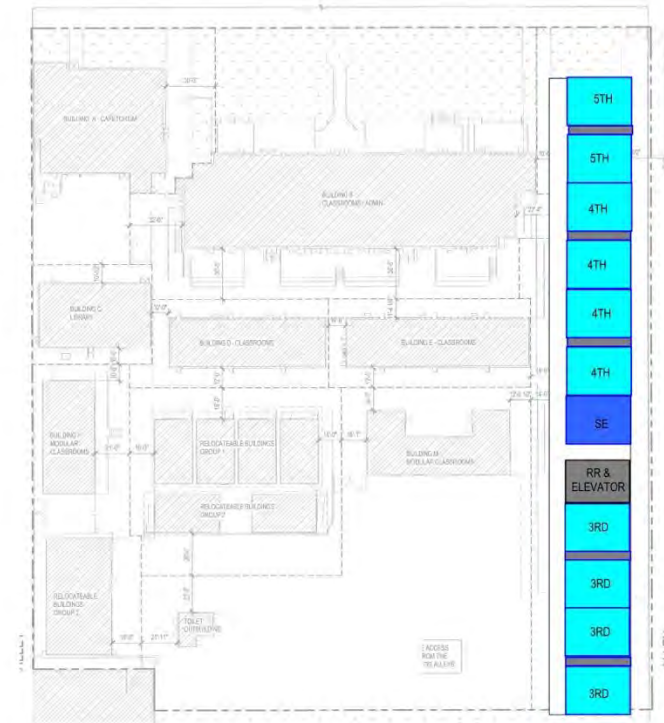
Proposed Phasing: 2 Demo



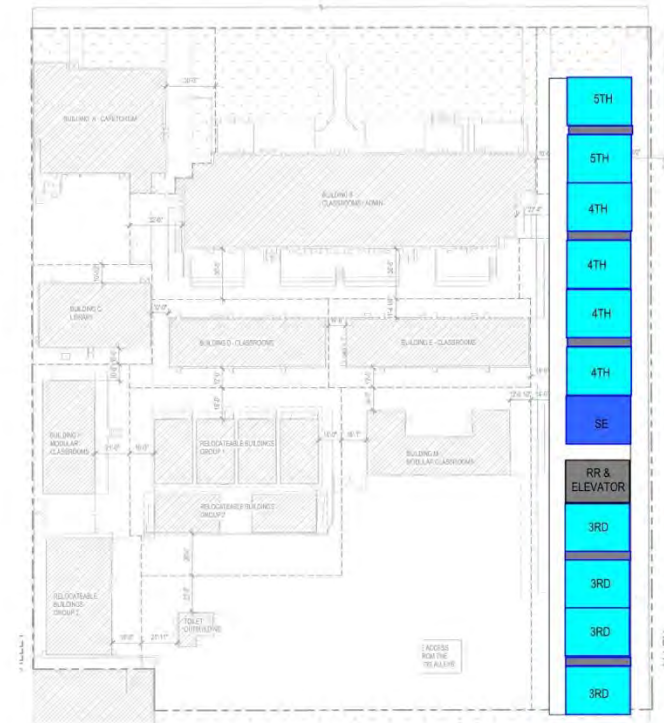
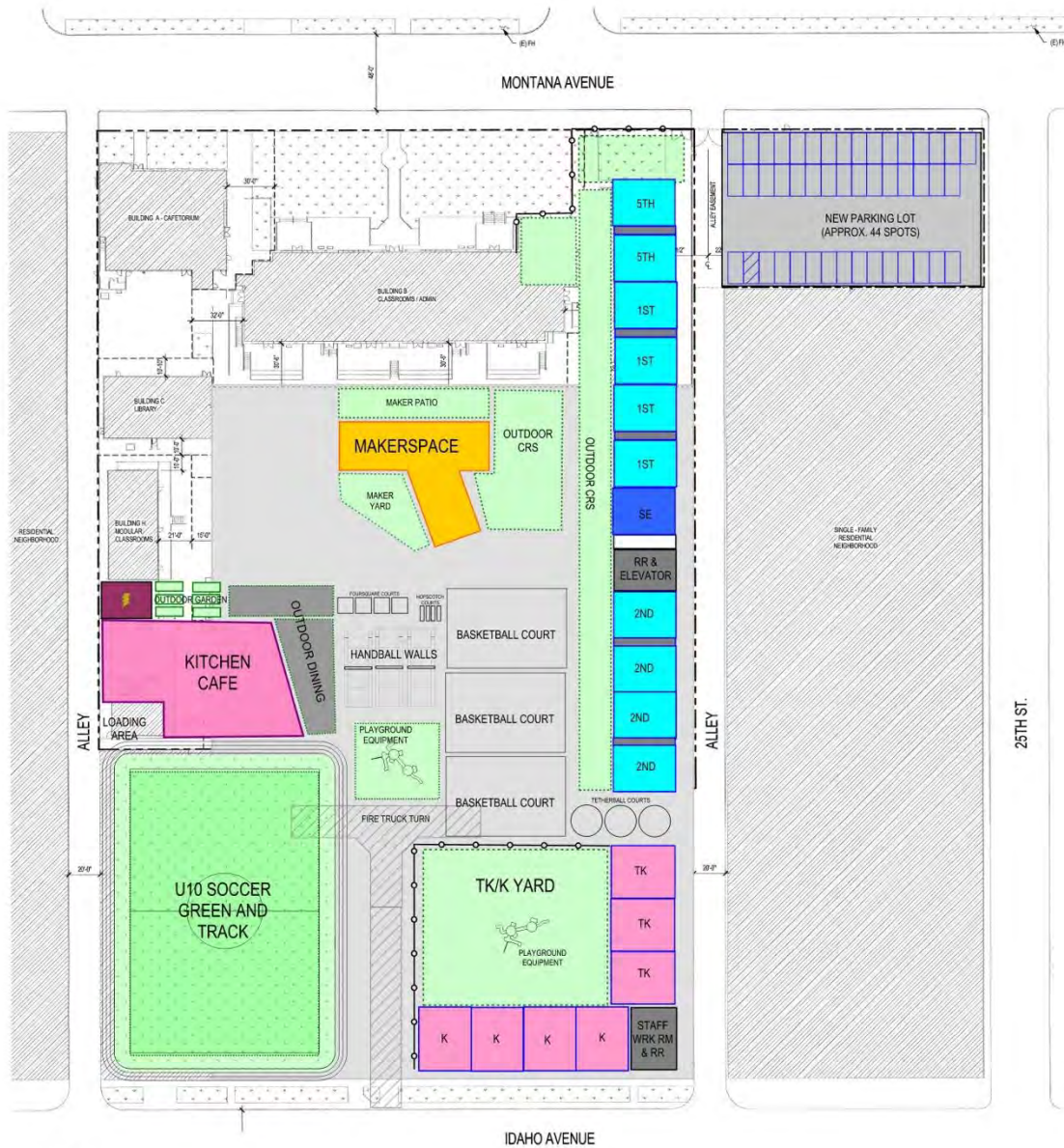




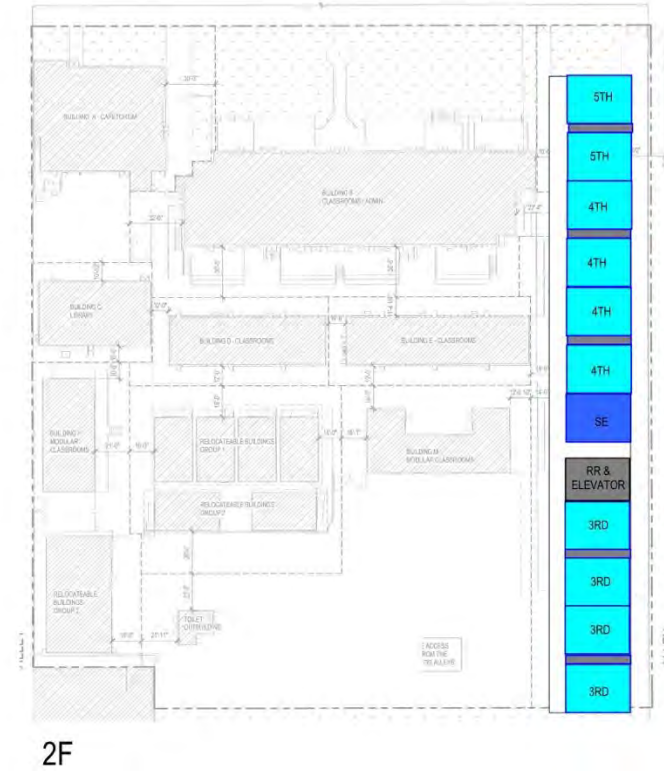
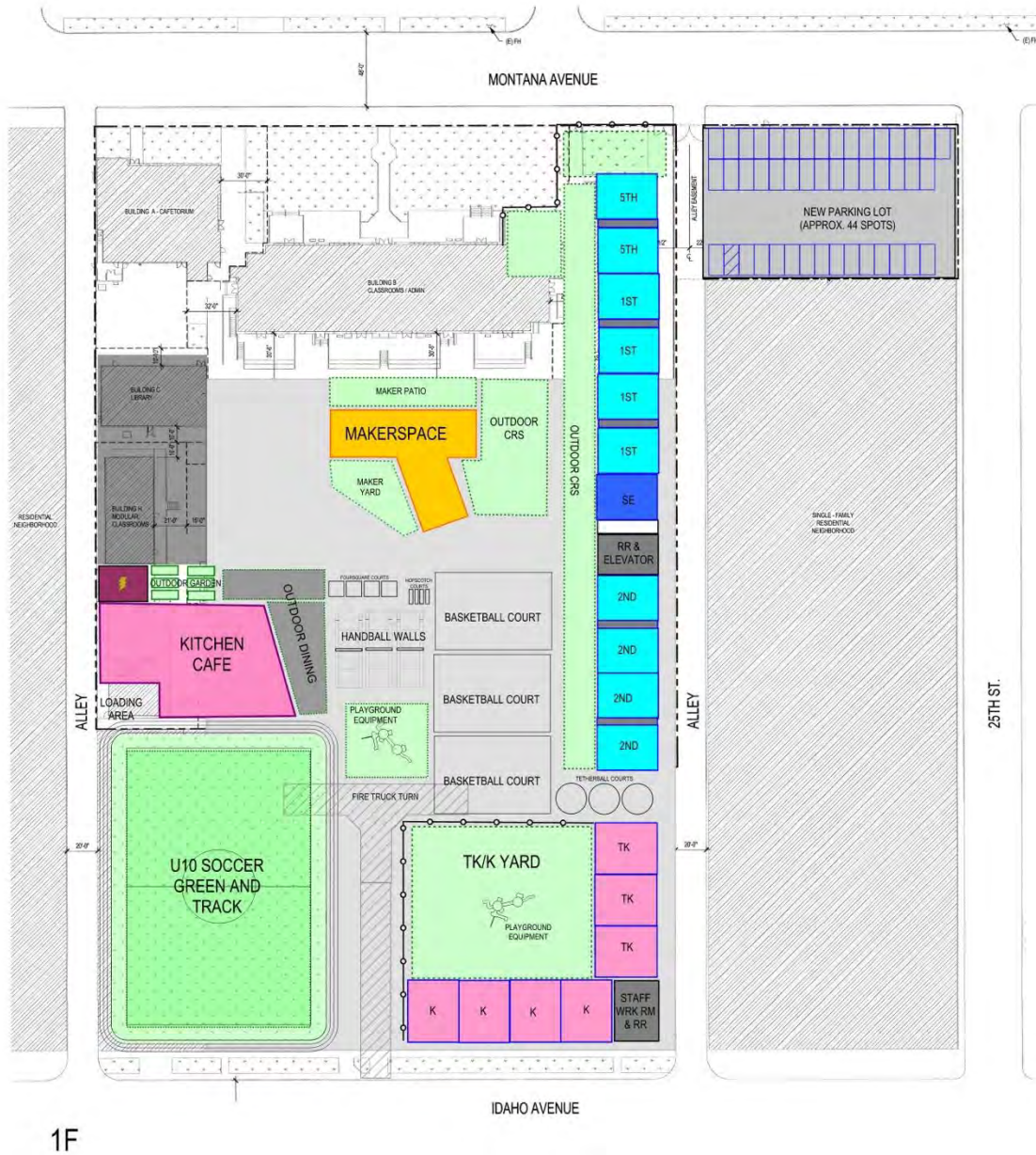
25TH ST.

 $2F$

Proposed Phasing: 3 Build



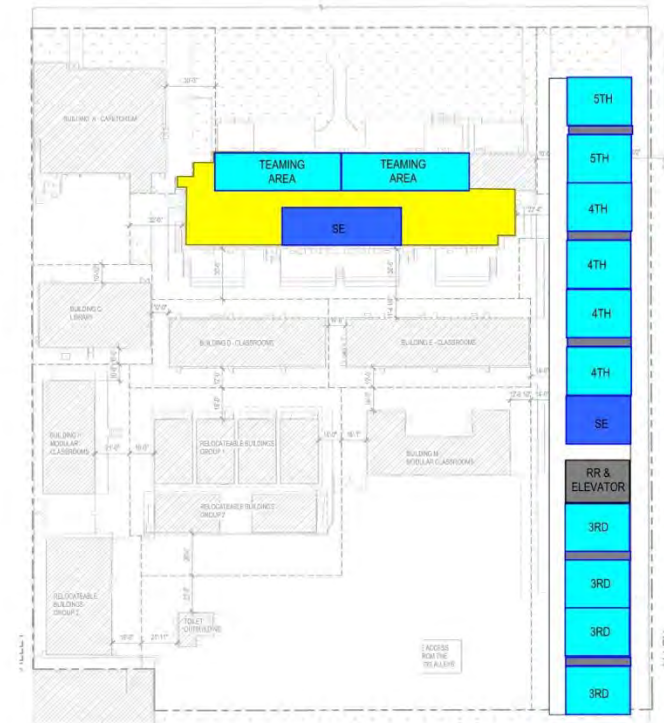
Proposed Phasing: 4 Demo



Proposed Phasing: 4 Build



1F



2F



Phase 1

Aerial View From Idaho Avenue



Site Plan

23RD COURT ALLEY



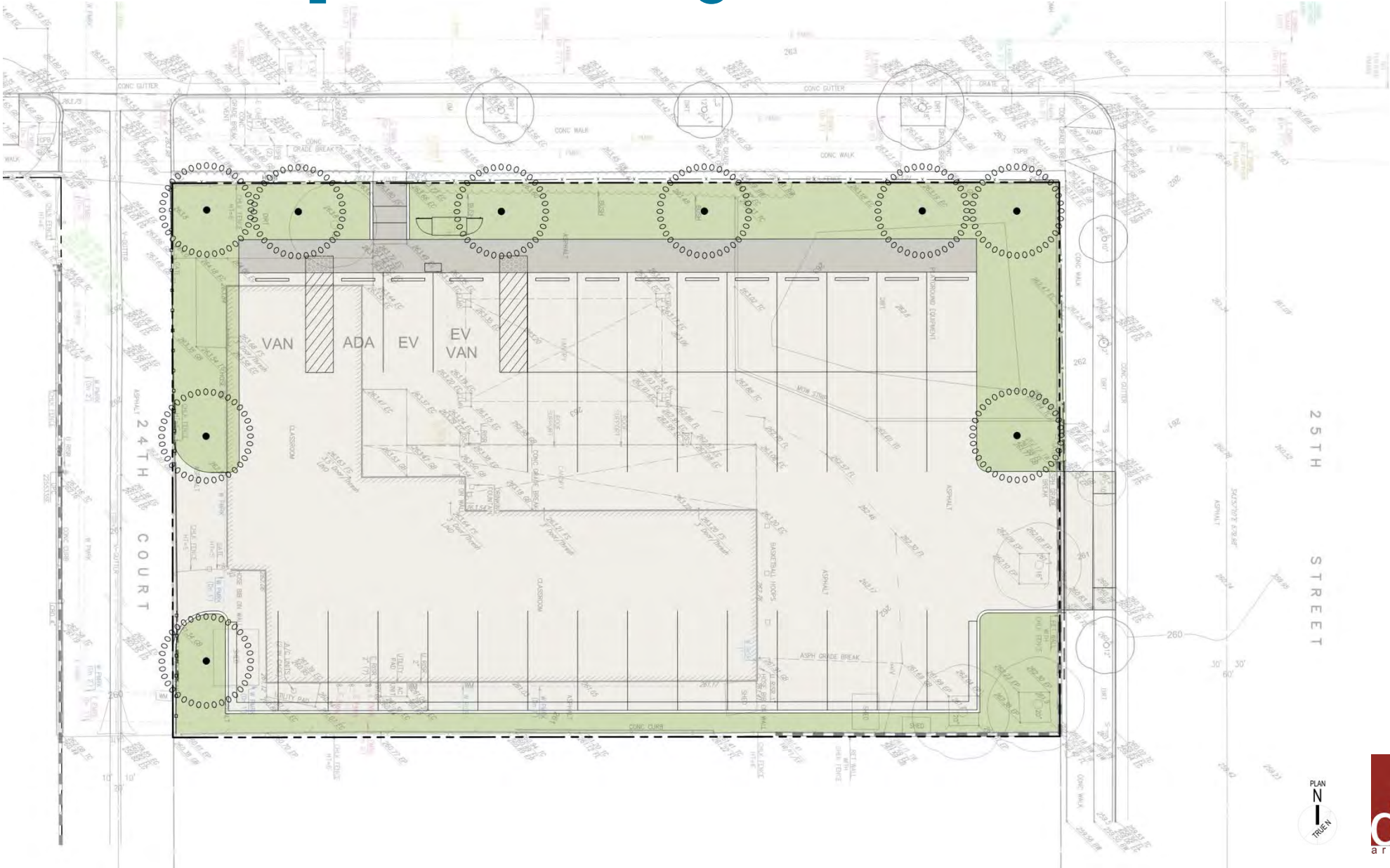
24TH COURT ALLEY

IDAHO AVE

PLAN
N
TRUE N

dsk
architects

Satellite Campus Staff Parking



Idaho Avenue Entrance



TK/K Drop-Off – Idaho Avenue



TK/K Play Yard & Outdoor Learning Areas



TK/K Play Yard & Outdoor Learning Areas



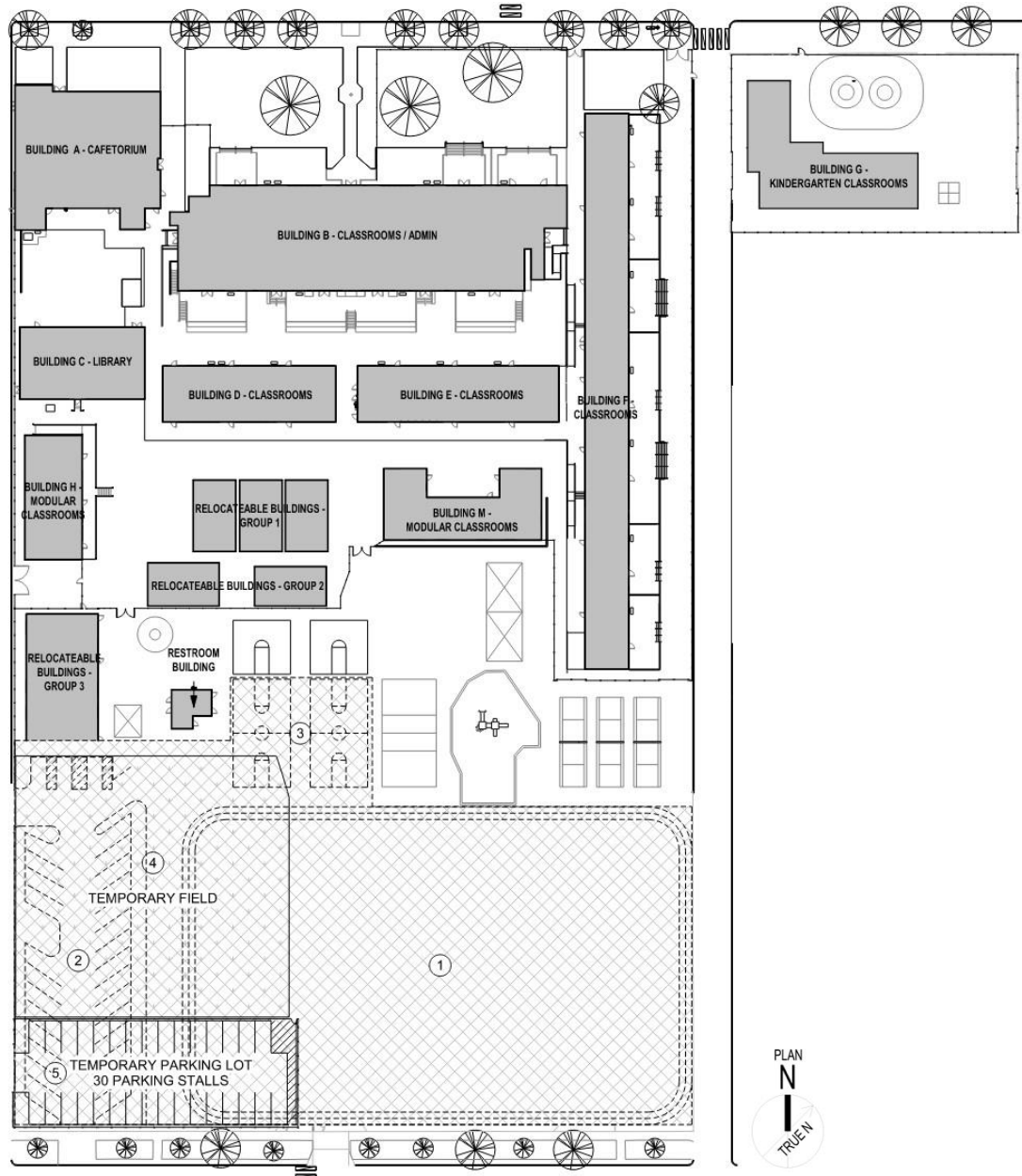
TK/K Classroom Interior



TK/K Classroom Interior



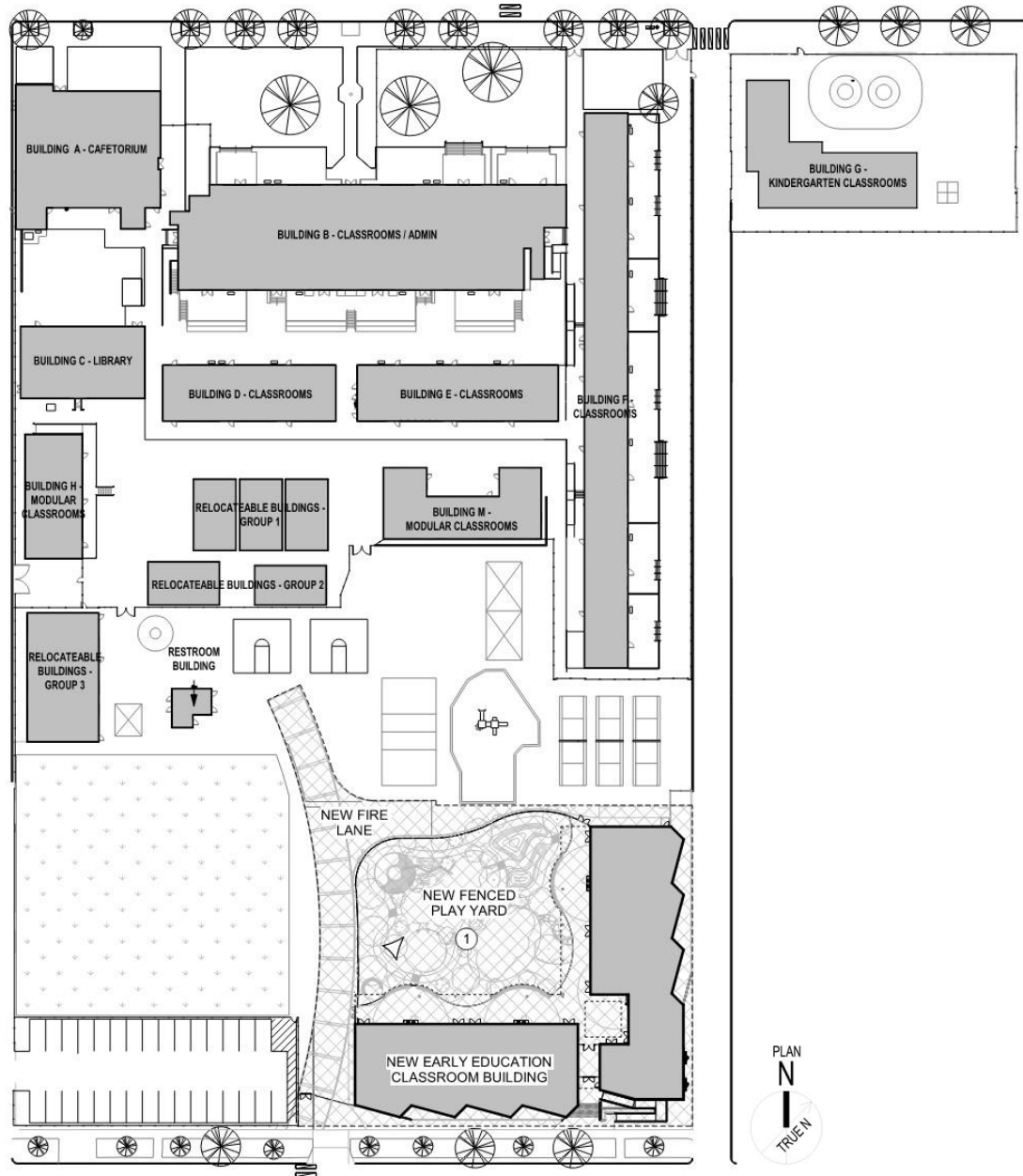
Phase 1 Construction



Phase 1.1 Scope of Work

1. Demolition of existing soccer field and asphalt track
2. Demolition of existing parking lot
3. Demolition of (2) existing basketball courts
4. Construction of temporary field
5. Construction of temporary parking lot

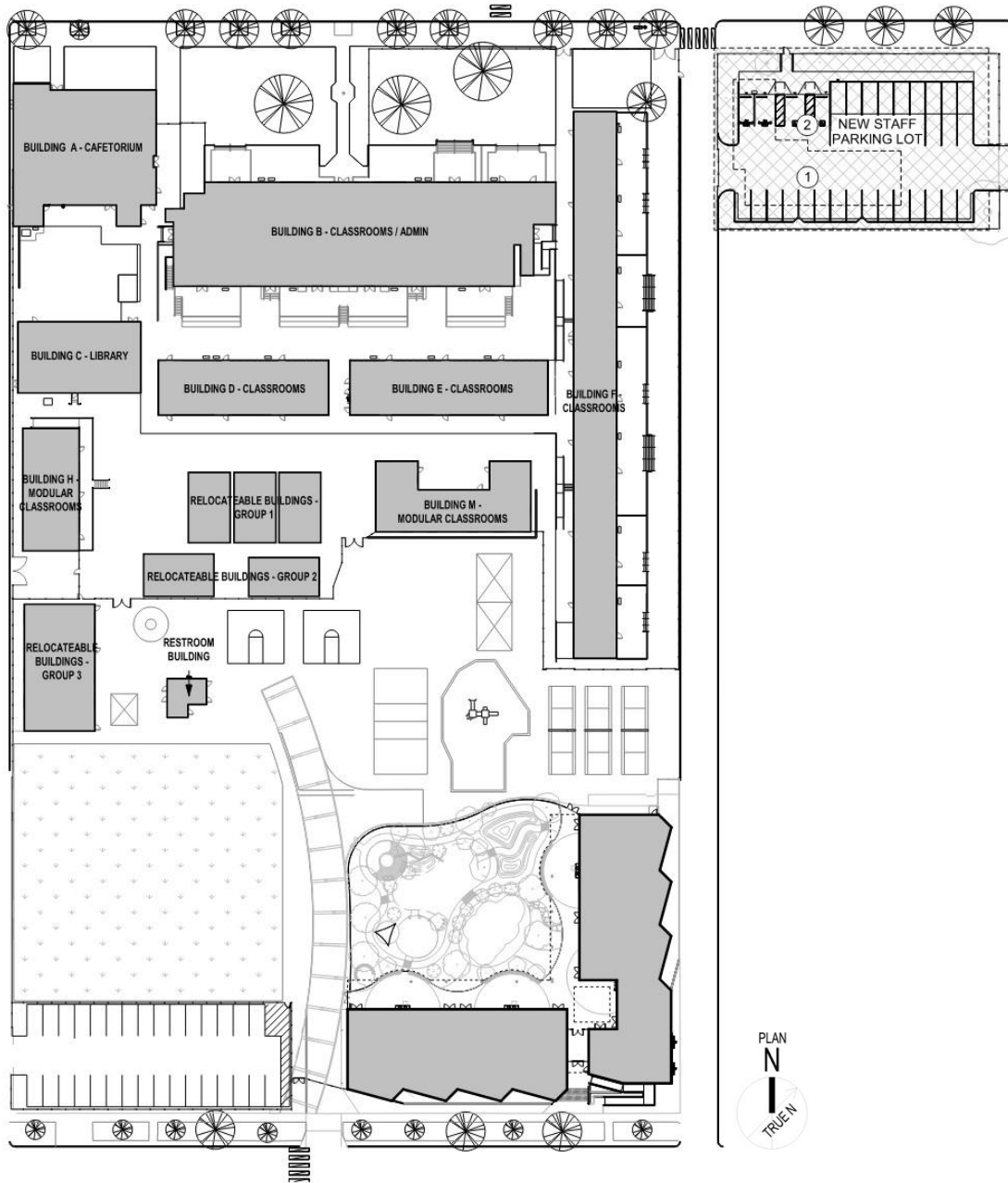
Phase 1 Construction



Phase 1.2 Scope of Work

1. Construction of early education classroom building, fenced play yard, and fire lane

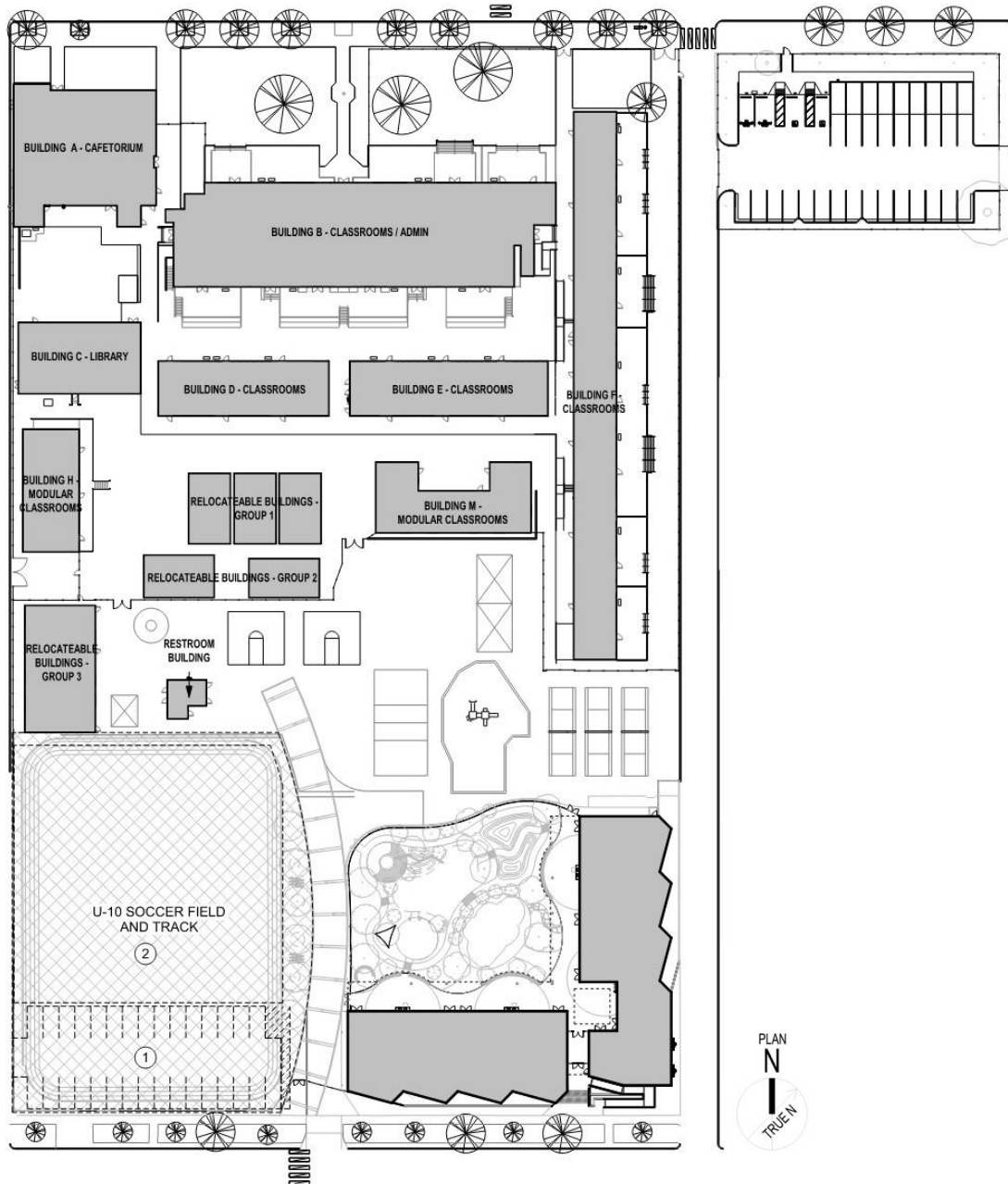
Phase 1 Construction



Phase 1.3 Scope of Work

1. Demolition of existing kindergarten satellite campus
2. Construction of staff surface parking lot

Phase 1 Construction



Phase 1.4 Scope of Work

1. Demolition of temporary field and parking lot
2. Construction of U-10 soccer field and running track

Thank You!





Architectural
Resources Group



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Franklin Elementary School Historical Resources

March 18, 2025

Franklin Elementary School

Campus History

- First school on site dates to 1924 – damaged in 1933 Long Beach Earthquake
- Rebuilt 1937 with funding from the Works Progress Administration (WPA)
- Substantial additions in 1948, 1952
- Portable and modular structures added later to accommodate growth





Franklin Elementary School

Project Scope

- Two components to analysis of historical resources:
 - Historic Resources Inventory (HRI) – identifies historical resources
 - Historical Resources Technical Report (HRTR) – evaluates impacts of proposed project on historical resources



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Historic Resources Inventory (HRI)



Franklin Elementary School

HRI | Overview

- Board Policy/Administrative Regulation 7113 (adopted Feb. 2021)

“To identify and clarify treatment of historical resources present on properties within SMMUSD jurisdiction...”

- Goal: to integrate the consideration of historical resources into campus planning, while acknowledging the need for adaptation and evolution of facilities to meet present-day educational needs



Franklin Elementary School

HRI | Process

- Review of existing documentation
- Public meetings
- Background research
- Development of historic contexts
- Field inspections
- Historic Resources Survey Report



Franklin Elementary School

HRI | Findings

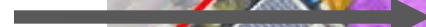
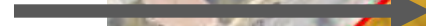
- One building (Building B) found to be an eligible historical resource
 - Significant for its association with Depression-era institutional development
 - Significant for its architecture
- Front landscape a contributing feature of the historical resource
- No other buildings or improvements on the campus are historical resources
- No historic district present on the campus





Landscape

Building B





SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Historical Resources Technical Report (HRTR)



Franklin Elementary School

HRTR | CEQA and Historical Resources

- Historical resources are a part of the environment under CEQA

“A project that may cause a substantial adverse change in the significance of an historical resource is a project that may have a significant effect on the environment” (CA Public Resources Code, §21084.1)

- Impacts to historical resources occur when a project has a “substantial adverse change” to a resource

“Substantial adverse change is the “physical demolition, destruction, relocation, or alteration of the resource or its immediate surroundings such that the significance of an historical resource would be materially impaired (CEQA Guidelines, §15065.5)



Franklin Elementary School

HRTR | CEQA and Historical Resources (cont.)

- Will the Project involve the demolition of a historical resource?
- Will the Project involve alterations to a historical resource to such an extent that it would no longer be eligible for designation?



Franklin Elementary School

HRTR | Evaluation of Impacts

- Conclusion: Project will not significantly impact the one historical resource located on the campus
 - Building B (including its lawn) will remain intact
 - Renovations to Building B will mostly be confined to non-historic interiors
 - Removal of a non-original classroom addition to Building B will not compromise integrity
 - New construction will be confined to non-historic portions of the campus, and will be physically removed from Building B

Franklin Elementary School

HRTR | Evaluation of Impacts



Franklin Elementary School

HRTR | Evaluation of Impacts (cont.)

- Analyzed impacts to historical resources adjacent to the campus





Franklin Elementary School

HRTR | Evaluation of Impacts (cont.)

- Conclusion: Project will not impact adjacent historical resources
 - Improvements are confined to the boundaries of the campus
 - Contextual relationship between the campus and the adjacent historical resource would remain the same at Project completion



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT



California
Environmental
Quality Act



CEQA Overview & Objectives



California



Environmental



Quality

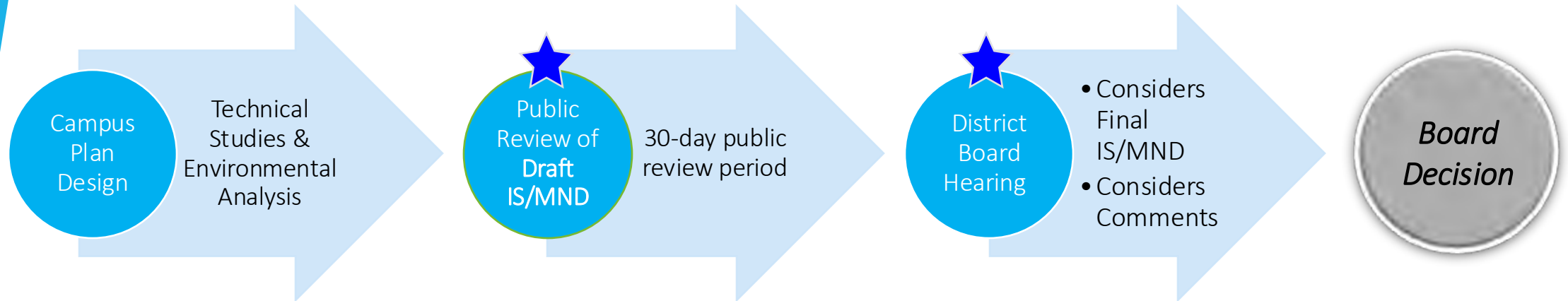


Act

- Disclose to decision makers and the public the significant environmental effects of proposed activities
- Identify ways to avoid or reduce environmental damage and prevent environmental damage by requiring implementation of mitigation measures
- Disclose to the public reasons for the District's approval of projects
- Foster interagency coordination in the review of projects
- Enhance public participation

Overview of CEQA Process

Initial Study/Mitigated Negative Declaration (IS/MND)



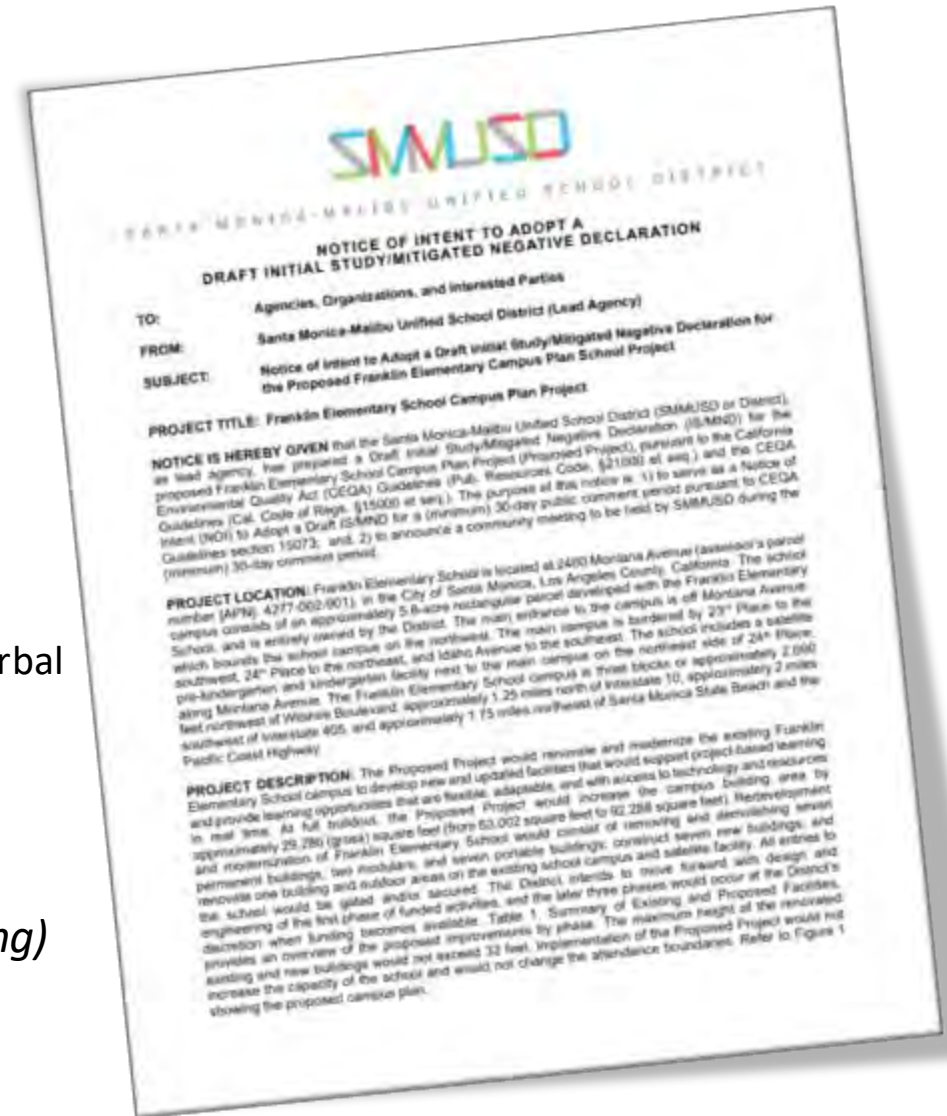
★ Represents a period where CEQA incorporates *Public Involvement* into the environmental review process.

*Previously proposed Campus Plan (Draft IS/MND, November 2022);
Campus Plan was revised, and a new CEQA review process was started*

Public Review of Environmental Document: Key Points

Public Review Period: March 7 – April 9, 2025

- Public Participation – allow community and interested parties to comment on the environmental document (Draft IS/MND)
- **Submit Comments:**
 - Community Meeting (tonight/here) (comment cards, verbal comments)
 - Email, letter, verbal
- **Notice of Intent:** Synopsis of Key Info
- **Draft IS/MND** (*Summary to be provided this evening*)



Summary of the Franklin Elementary School Campus Plan Draft IS/MND

EFFECTS FOUND TO BE LESS THAN SIGNIFICANT

Grey text = No Impact

- Aesthetics
- *Agriculture and Forestry Resources*
- Air Quality
- Biological Resources
- Energy
- Greenhouse Gas Emissions
- Hydrology and Water Quality
- Land Use and Planning
- *Mineral Resources*
- *Population and Housing*
- Public Services
- Recreation
- Utilities and Service Systems
- *Wildfire*



Summary of the Franklin Elementary School Campus Plan Draft IS/MND

IMPACTS WHERE MITIGATION MEASURES WERE IDENTIFIED

CULTURAL RESOURCES

IMPACT:
Archaeological Resources
(CUL-1)

MITIGATION MEASURE

CUL-1:

- Worker environmental awareness training
- Procedures to stop work, assess resource, consult, and determine treatment

GEOLOGY AND SOILS

IMPACT:
Paleontological Resources
(GEO-1, GEO-2)

MITIGATION MEASURES

GEO-1:

- Preconstruction meeting/training for paleontological resources sensitivity

GEO-2:

- Paleontological monitoring

HAZARDS & HAZARDOUS MATERIALS

IMPACT: Hazardous Building Materials and Prior Termite Treatment (HAZ-1, HAZ-2)

MITIGATION MEASURES

HAZ-1:

- Investigation and removal of hazardous building materials (asbestos, lead-based paint, PCBs)

HAZ-2:

- Soil investigation and removal of any residual hazardous materials from building materials and pesticides from previous termite treatment



Summary of the Franklin Elementary School Campus Plan Draft IS/MND

IMPACTS WHERE MITIGATION MEASURES WERE IDENTIFIED

NOISE

IMPACT: Construction Noise and Vibration Management (NOI-1, NOI-2)

MITIGATION MEASURES

NOI-1:

- Construction Noise Control Plan: Equipment controls, property owner/ occupant notification, Noise Coordinator, haul routes

HAZ-2:

- Vibration control with vibration monitoring and construction practices

TRANSPORTATION

IMPACT: Construction Traffic Management (TR-1)

MITIGATION MEASURE

TRA-1:

- Construction Traffic Mitigation Plan: Truck deliveries and travel, designated pick-up areas, and signage

TRIBAL CULTURAL RESOURCES

IMPACT: Tribal Resources (TCR-1, TCR-2 , TCR-3)

MITIGATION MEASURES

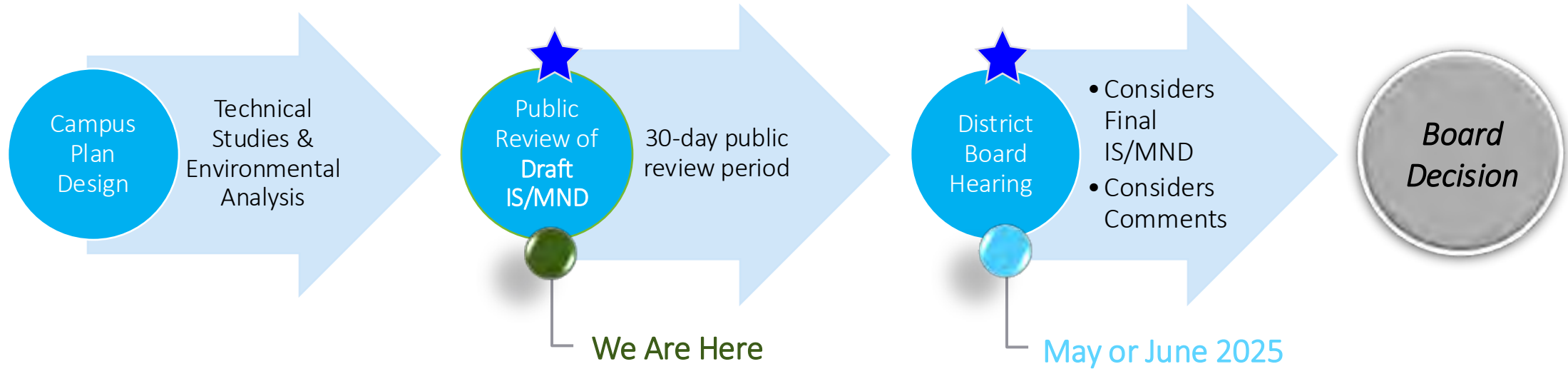
TCR-1:

- Tribal monitoring during ground disturbance

TCR-2 and TCR-3:

- Procedures for discovery of unanticipated tribal resource objects and human remains

Next Steps



HOW TO SUBMIT COMMENTS (by 5pm Wednesday, April 9, 2025):



Verbal
Comments

Speak up today!



Comment
Cards

*Turn in a written
comment card
to us here, today!*



E-mail
Comments

*E-mail Carey Upton at:
Cupton@smmusd.org*



Mail-in
Comments

*SMMUSD
1717 Fourth Street
Santa Monica, CA 90401
Attn: Carey Upton*

Thank you





Questions?