



“Education remains the fulcrum upon which the future of the world is balanced.”

Isabelle Buckley

Dare is a powerful word—a word that Isabelle Buckley chose carefully in 1933 when she founded The Buckley School and challenged her students to “Dare to be true.” Through her 4-Fold Plan of Education Dr. Buckley wanted to dare her students to realize their full abilities, develop strong values, and ultimately, discover how they would each contribute to the community in their own unique ways. This would be accomplished through an educational program where Buckley students would be inspired to:

DARE TO BE BRILLIANT-Academic Training

DARE TO BE CREATIVE-Artistic Expression

DARE TO BE STRONG-Physical Development

DARE TO BE TRUE-Moral Education

Dr. Buckley’s vision began with a small preschool on Doheny Drive. Her revolutionary 4-Fold Plan quickly gained a reputation that fueled the growth of the school to four campuses for preschoolers through grade twelve. By 1955, Dr. Buckley was working hard to find a single location to consolidate her schools on one campus. It was a tennis club in the canyons of San Fernando Valley that ended that search, and in 1965 Lower School classes began at the Stansbury Campus and in 1973 it became the sole location for all divisions of Buckley.

Main Entry: **¹dare**

Pronunciation: \der\

Function: *verb*

1. To have adequate or sufficient courage for any purpose
2. To confront boldly
3. Not to be afraid

AFTER 40 YEARS: A TIME TO REBUILD

There have been almost no major renovations to the campus in more than 40 years, and the last new building-- Disney Pavilion--was constructed nearly 30 years ago. As we looked to the immediate and distant future, we realized the physical limitations of our campus were becoming ever more challenging to overcome. While the serene Buckley campus remains the optimal location for our school, changes in education over the decades combined with incredible growth in our program, especially in the Middle and Upper School divisions, have created countless new demands on our facilities. Learning in upper divisions now calls for larger spaces for new approaches to teaching and for technology and laboratory equipment that didn't exist when our campus was built.

Larger classrooms are needed to support project based learning and enable students to work in small groups. When our campus was built in the late 60s, specialty classrooms were unheard of. Today, they are the norm and they have unique requirements. The integration of technology links students with outside resources and enables teachers to address many different learning styles. The modern classroom is designed to develop skills such as computer literacy, problem solving, critical thinking, team work, creativity, and innovation.

When the Stansbury campus was built in 60s, curricula were largely one-size-fits-all. All students took math, English, Latin and art. Today's curriculum offers many more options to tailor student schedules to their abilities and interests through greatly expanded options within our core subjects, such as honors and AP sections and four languages, as well as an array of electives ranging from Brain and Behavior to Technical Theater to Advanced Journalism. Expanded offerings have created a need for more sections, more classrooms and more flexibility in scheduling. Expansion also happened outside of the classroom on the athletic field. We went from a handful of boys' sports teams to a multitude of sports options across the seasons for both boys and girls from 5 – 12th grade. Additional and larger classrooms will provide incredible new flexibility for our current offerings, and pave the way for future expansion of the curriculum.

Over the years, performing arts has become a hallmark of our school. Unfortunately our current performing arts facilities do not equal the level of our program. Performing arts classrooms are spread throughout the campus; the award-winning Upper School choir has outgrown its room and practices in the foyer; the dance room is space constrained, including a ceiling too low for some moves; and our theatre productions are staged in the multipurpose gymnasium with less than optimal acoustics and seating.

Another important consideration is how our physical plant impacts our teachers. Competition to attract and retain outstanding faculty is ever increasing, and we must provide our teachers with the best tools and the optimal teaching spaces.

Currently our students and teachers dare to be their best in cramped classrooms, foyers and shared space. Our classrooms are too small and do not allow our teachers to easily organize classes into smaller groups for work, study or activities. The Roy E. Disney Family Pavilion does double and triple duty, many times during overlapping time periods, supporting athletics, physical education and performing arts. Buckley's exceptional faculty create exceptional programs in our current facilities—but imagine what they will accomplish when their teaching spaces can inspire their vision.

We ***DARE TO BE MORE*** by creating the optimal teaching environment so that our dedicated teachers can deliver new and better levels of teaching and learning.

We ***DARE TO BE MORE*** by making Buckley an even better and stronger place for our children to learn and mature as well-rounded individuals.

A MASTER PLANNING PROCESS

To address the school's needs a dedicated team of administrators, teachers, Board members and parents have spent the past five years conducting research and developing the Campus Enhancement Plan. The plan provides facilities which will give our students access to new programs and creative outlets, an expanded and enriched curriculum, technology and other tools that will leverage the best offerings in education so that all Buckley students reach their full potential. The plan will also ensure that Buckley sustains an enjoyed competitive advantage with other schools in our area who are also working to improve their facilities to meet the needs of their families.

The Campus Enhancement Plan will be completed in three phases:

Phase I:

- New Middle and Upper School Main Academic Center
- New Outdoor Basketball Court
- Dedicated Athletic Facilities in Roy E. Disney Family Pavilion
- Two-story underground parking structure

Phase II:

- New Library and Technology Center

Phase III:

- Academic Building West
- New Outdoor Aquatics Center
- Renovated Quinn Martin Building

EXPONENTIALLY INCREASING EXCELLENCE: THE BENEFITS OF PHASE 1

Construction for Phase I is scheduled to begin June 2010. Highlights of the plan include:

- New Middle and Upper School Main Academic Center with 65% more instruction space, and vastly improved and expanded classrooms
 - These classrooms will average 650 square feet, on average 50 percent larger than current classrooms, and designed for 21st century education
- More than 18,000 square feet of new performing arts facilities and classrooms that support and celebrate our students' outstanding musical and dramatic talents. Large, specialized rooms for drama, dance, band, choir and orchestra accommodate performance practices, work areas and storage for classes
- A new 390 seat performing arts theater which will also serve as the main venue on campus for special events, lectures and division meetings for students
- Five state-of-the-art Middle and Upper School science classrooms with laboratories for life science, physical science, biology, physics and chemistry
- New spaces that allow greater faculty collaboration, including shared science preparation areas, centralized performing arts classrooms and a faculty lounge

- Greatly improved indoor athletic space in Disney Pavilion
 - After Phase 1 is completed, performing arts and athletics spaces will be separated and the Pavilion will be dedicated as primary use by athletics—at long last providing a solution to 30 years of scheduling conflicts
- A new outdoor basketball court
- State-of-the-art technology integrated throughout the new facilities, including Smart Boards in every classroom
- Dedicated student space for casual student interaction, gatherings and relaxation in the foyer of the Roy E. Disney Pavilion
- A parking facility on two levels beneath the new Main Academic Center that minimizes hardscape and blacktop areas on campus for a greener campus and additional parking spaces for daily use and special events
 - This parking facility takes away all vehicular traffic through campus providing even greater safety for children and a greener environment for all. It also keeps queuing off neighborhood streets in a specially designed structure to vent, purify and circulate air within the structure
- An improved Conditional Use Permit that accomplishes two major priorities: expanded hours and access to campus; and the addition of 80 students spread evenly throughout grades 6-12. These additional students still maintain Buckley’s hallmark small class size and low student-to-teacher ratio but provide improved critical mass for things such as athletics, extra curricular activities and new class offerings
- Beautifying the campus with courtyards, gardens and water treatments, including a Gatehouse and landscaped entry area that will lead to a tree-lined entrance road

This square footage table shows the dramatic changes as a result of Phase 1.

Phase I	Total Square Footage	
	Today	After Phase 1
Science Classrooms	4,343	5,966
Performing arts and Visual Arts classrooms	6,002	9,218
Performing arts theater	1,668	9,575
General classrooms	12,608	15,943
Conference rooms	224	446
Administrative Space	4,202	6,261
TOTAL	29,047	47,409

EMBRACING THE ENVIRONMENT AND SUSTAINABLE DESIGN

The plan establishes a thoughtful and efficient academic community primarily within the center of Buckley's beautiful 18-acre campus. Utilizing naturalistic materials that reflect the campus' tranquil canyon setting, the architecture is respectful of the past, yet appropriate for a 21st century academic institution of the highest caliber.

We teach our students that they will be the stewards of our environment. They learn to recycle, reuse and reduce in order to produce less waste. They learn that the failure for individuals to see human interconnectedness to nature has contributed to major environmental problems. We must model what we teach. The Campus Enhancement Plan facilities will be designed to achieve the maximum practical sustainability. Green building techniques and sustainable features include:

- Integrated building control system to manage and monitor building systems efficiently
- Energy efficiency through compact fluorescent light bulbs, other low energy light fixtures and lighting control systems, natural lighting, low water flow devices in restrooms, Low-E windows and enhanced building insulation
- Equipment improvements including new chillers and boilers and other new energy efficient equipment to reduce electricity and natural gas demands
- Fewer vehicle miles traveled to and from campus through a continuation of aggressive carpooling and bussing
- Environmentally sustainable landscaping emphasizing drought tolerance
- Minimized construction-related trips by balancing cut and fill on-site

GROWTH AND LEARNING BEYOND WALLS

Beyond these significant new facilities and enhancements and a long-desired sense of “elbow room,” the campus gains something vital to the continued success of the school—more gathering spaces that give students space to come together to study, dine or simply relax.

Given Buckley's majestic canyon setting and Southern California location, the Campus Enhancement Plan takes particular advantage of outdoor spaces. Beautifully landscaped courtyards will be located on all sides of the new buildings including the dramatic 2,500 square foot Main Campus Courtyard, the Central Campus Courtyard and the Alumni Plaza.

The road that runs through Campus, west of the Middle and Upper Administration Building south to Gilley Field, will be transformed into a pedestrian walkway. Ridding the internal campus of vehicular traffic vastly improves student safety and will transform the atmosphere of the school with many additional walkways and spaces that will provide places for benches and small tables and chairs.

While designing these important campus improvements, great care was taken to retain the cherished character built at Buckley over many years. The Lower School and iconic Bell Tower will remain intact and new buildings have been designed to blend with the existing architecture. Although the new buildings in Phase 1 have two levels of classrooms, the campus will maintain a similar feeling and architectural integrity by building on existing footprints and having outdoor corridor access to many classrooms. A favorite outdoor gathering space outside of The Roy E. Disney Family Pavilion remains as do all of the outdoor spaces in the Lower School and Gilley Field. Importantly, the beloved turtle pond that attracts students and alumni alike to campus will be relocated just slightly south of its existing location and continue to provide a living example of humanity and nature peacefully coexisting.

ENSURING EXCELLENCE DURING CONSTRUCTION

Phase 1, the Middle and Upper School Main Academic Center, is the largest and most complex construction of the master plan, but it provides the greatest benefit, which is why we have committed to building it first.

The construction site will be completely fenced off and there will be a separate entrance for construction workers. During this first phase of construction, the entire Lower School will have no construction impact. For Middle and Upper School students, the Disney Pavilion and Quinn Martin building remain fully operational with indoor athletics and physical education classes, visual arts, performing arts and science classes all continuing to operate in their current spaces. Temporary classrooms for sixth grade homeroom, and Middle and Upper School English, math, history, and foreign language classes will be placed on Gilley Field along with an interim Library and faculty lounge creating “Buckley Village.” All temporary classrooms will be equipped with the same items found in permanent classrooms with proper heating and air conditioning, audio-visual capacity and wired for internet access. Delivery and preparation of the bungalows for Buckley Village will begin in November 2009 to prepare for students and faculty to move into these temporary spaces in the spring of 2010. This will allow the existing buildings to be demolished in spring 2010 and the primary construction of the Main Academic Center to begin in June 2010 and continue through December 2011. Depending on weather and other delays, we will move into the new buildings sometime between January 2012 and June 2012.

Given the can do attitude of our student body and faculty, we are confident they will approach this change in a positive way and bring their creativity and Griffin spirit to making Buckley Village a fun and interesting place to learn and teach.

At the completion of Phase 1, the Library will be temporarily located in renovated space on the top level of The Quinn Martin building. Phase 2 completes the final move for the Library into the new Library and Technology Center which will also have additional classrooms.

The disruption to campus during building Phase 2 and 3 is far less. There will be no need for temporary classroom during these phases. Upon completing Phase 1 construction we will turn our attention to the details and plans for operating during these subsequent phases.

SECURING OUR LONG-TERM FINANCIAL SECURITY

We must work long term to build our endowment to provide The Buckley School with the financial stability and flexibility critical to success. Currently, our endowment stands at approximately \$4 million. The National Association of Independent Schools estimates that the median endowment of a co-educational day school such as Buckley is \$20,000 per student. That would place our endowment target at about \$16 million. In this first campaign, we begin to work towards this security with a \$2.5 million dollar goal for financial aid and faculty endowment.

FOCUSING ON FACULTY AND FINANCIAL AID ENDOWMENT

We ***DARE TO BE MORE*** so that we can recruit, develop and retain faculty of unrivaled quality. Faculty members are the foundation of The Buckley School. As teachers, mentors and coaches they inspire, motivate and guide our students to achieve their full potential. Students are inspired to have a life long love of learning because of the outstanding relationships they have with their teachers. When alumni talk about their memories of The Buckley School, the conversation always turns to one or more teachers who had a lasting impact and influence on their lives.

Competition for the best teachers, particularly in the greater Los Angeles area, is increasing dramatically. Recent studies indicate that there will be a critical shortage of teachers over the next decade in California. It is challenging for faculty members to enjoy the quality of life they desire and deserve because of living costs in Southern California. An important way to continue to attract and retain quality faculty will be through competitive compensation and benefits and by expanding resources for professional development. Dedicated endowment funds help to achieve our goal of on-going faculty excellence.

We **DARE TO BE MORE** so that more families who would like to give their children the opportunity for a Buckley education, but who simply do not have the resources to afford tuition can receive help. Attracting a qualified, talented and socio-economically diverse student body is important to educating the whole child at Buckley. Having children and families from diverse backgrounds creates a vibrant environment where students' learning experiences are enriched by their classmates' unique perspectives. By the time our students graduate we want them to know how to live, work and play in a global world.

THE CAMPAIGN GOAL

We **DARE TO BE MORE** by raising \$52.5 million through the Campaign for Buckley—\$50 million to support the Campus Enhancement Plan and \$2.5 million to begin our long term effort to build our endowment. The successful completion of the Campaign for Buckley will enhance educational excellence for decades and expand the possibilities for what it means to be a student at The Buckley School. The success of this campaign also sets the stage for subsequent campaigns to fund Phases 2 and 3.

Achieving Funding for Phase 1

The total cost of construction for Phase I is estimated at \$72 million and the school's campaign planning study indicated a successful first campaign of \$50 million dollars for capital and \$2.5 million for endowment. In order to keep Phase 1 on track, and to minimize the escalation of costs that would be associated with a longer campaign, The Board of Trustees and administration have determined a scenario of combining traditional campaign funding and debt to fund the project. We are working to prepare a non-profit bond initiative taking advantage of low interest rates and the strength of school offerings in the bond market.

A thoroughly vetted economic model has been developed to service the long-term debt without increasing tuition rates beyond traditional increases of past years. Increased enrollment of 80 students over time provides additional revenue to service the debt while new facilities provide economic efficiencies without compromising the low student-to-teacher ratio. Slightly increasing the current level of fundraising for The Annual Fund will continue to be an important source of operational revenue for day to day excellence. Locally and across the country, independent schools are increasingly engaging in combined fundraising/debt economic models to achieve ambitious and much needed campus improvements such as our Campus Enhancement Plan.

DARE TO GIVE AND TRANSFORM LIVES

We **DARE YOU TO BE MORE**, to stretch philanthropically to a level that you may have never dreamed of before. Buckley is our shared responsibility—our shared treasure. We ask that you consider a gift to The Campaign for Buckley that is commensurate with the life-long impact that a Buckley education will or has had on your child, and if an alumnus, on you directly.

Most of our students spend more time at Buckley than they will ever spend at any other educational institution. The years at Buckley are the most crucial and formative in our children's lives and provide the foundation for future success in their educational, professional and personal pursuits. A gift to the Campaign for Buckley is not only an investment in the future, it is a way for families to express their appreciation for past benefactors who ensured that we could recruit exceptionally talented and dedicated faculty and staff and have our current facilities that have enabled their children to grow and thrive.

The renovations, enhancements and beautification efforts made possible by the Campus Enhancement Plan will help transform the nearly 40-year-old, 18-acre Stansbury Avenue campus into a state-of-the-art learning center with a first-class educational environment.

We are not alone in recognizing the need for critical campus improvements. Among our peer-group schools in the Los Angeles area, most have major capital campaigns underway or have recently completed one. Across our region and the nation, independent school families are stepping up to make extraordinary gifts to the schools they have entrusted with their children's education.

Already, the new investment in excellence has begun. Buckley leaders have been exceedingly generous, stepping forward enthusiastically with lead gifts that totaled more than \$21 million during the quiet phase of the campaign. In a proud showing of internal commitment, 100 percent of the Board of Trustees and all of the School's senior administrators pledged their gifts during the quiet phase. Additionally, our Parents' Association also made a very early and very generous \$1 million gift. The campaign was announced on the school's 75th Anniversary Founder's Day on October 3, 2008.

Amid all the changes in our school's future, one thing will remain constant: our pledge to always serve our students with the same fundamental principles that have made Buckley an academic institution of the highest caliber for three quarters of a century. We hope you will do as Dr. Buckley did 75 years ago, to dare to be more and to make a major commitment to further our efforts by giving to the campaign. We will need the help and support of our entire community---parents, students, alumni, parents of alumni, faculty, staff, grandparents and friends of the school to succeed. Each of these constituents has a vital stake in the future of our school and the opportunity to be a part of the transformational change that The Campus Enhancement Plan will bring.