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60 South Market, Suite 150, San Jose, California 95113



FACILITIES MASTER PLAN CUPERTINO UNION SCHOOL DISTRICT LPA PROJECT NO. 19141.10

DATE: October 15, 2019
TIME: 6:00-8:00PM
PLACE: Teacher Resource Center

FACILITIES MASTER PLAN COMMITTEE #01 Meeting Minutes

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).
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PRESENT

Mahmoud Abed, Director of IT
Jeff Bowman, COO
Britt Brittain, HVAC Technician
Miu Cheung, Parent
David Fung, Community Member
Malini Gadepally
Piu Ghosh
Daric Jackson, Principal on Special Assignment
Monali Jain, Angel Investor
Kerstin Johnson, Principal, Collins ES
Colleen Kristman, Kennedy MS, School Secretary
Rachna Mushran, Talent Development Professional
Mark Loundy, Instructional Tech Specialist
Audrey Prouse, Principal, Blue Hills ES
Rena Takahashi, Parent, McAuliffe School
Mike Veloria, Property Analyst
Brook Wallace, Parent and high school teacher
Annie/Jie Xu, Parent Volunteer
Annie Yang, Parent
Jingna Zhang, Parent and Chief of Construction at County of Santa Clara Facilities Dept.
Walter Estay, LPA
Andrea Pippin, LPA

DISTRIBUTION

All Present
FMP Website

Attachment: 19 1015 FMPC Mtg 01 Presentation.pdf

DISCUSSION SUMMARY

ITEM NO.

1.01 Purpose

- The purpose of this committee is to assist the master planning process; to develop broad visioning concepts, review and provide input to LPA on the development of



ITEM NO.

the site master plan diagrams, and to inform the proposed prioritization of projects. Members of this committee also function as communication ambassadors to their representative stakeholder groups.

1.02 **Introductions:**

- Representing LPA are Walter Estay and Andrea Pippin. Both based out of LPA's San Jose office, Walter is the Project Manager and Studio Director and Andrea is an Educational Facilities Planner. Additional representation at future meetings will be LPA's Principal and Director of School Planning, Jim Kisel. LPA has also partnered with EMG, who are tasked with the Facilities Condition Assessments.
- The FMPC members take turns introducing themselves to the group and express their reasoning for joining the committee. Most of the committee members expressed an interest in learning about the district's master planning process, the process for prioritization, and funding allocation. All members expressed the desire to have a positive impact on the future of students within the district as they each bring a unique perspective and background to the process and want to contribute to Cupertino USD's legacy as a leader in education with high quality environments for students. Members also want to ensure equity across the district and create safe schools that can positively impact children for decades to come. Realizing the limited budget faced by the district, committee members also want to provide input that will help balance and create efficiency between the state of the school facilities and the district's limited funding, including exploring measures that increase energy efficiency within building systems.

1.03 **LPA Introductions and FMP Process Overview**

- Walter begins the formal presentation with an overview of LPA, the Cupertino USD – Facilities Master Plan (FMP) team members, and LPA's experience with Facilities Master Plans and the firm's K-12 experience.
- The FMP process is one that is based on the District Mission and newly developed Strategic Plan. There are two approaches to a Master Plan: Type 1) One that is managed to a known dollar amount of available funding. Typically, this approach is maintenance- and repair-driven; or Type 2) One that allows the stakeholders to dream and shape the future facilities as it relates to the district's academic program vision. This type of FMP typically requires multiple rounds of funding to be fully implemented. CUSD leadership would like this process to land somewhere in between, recognizing the recent improvements that have been made to the existing facilities, but allowing the stakeholders to dream, knowing that today's education has ever-evolving needs, and wanting to remain at the forefront of K-8 education in the Silicon Valley.
- There are four main components of a full Facilities Master Plan:
 - 1. Facilities Condition Assessments: documents the current condition and needs of existing facilities. This process is two-fold, a) examining the structures, finishes, and systems as it relates to repairs and replacement costs, and b) reviewing the functionality of the facilities with site stakeholders.
 - 2. Educational Program Vision / Educational Specifications: developing an understanding of the district's educational program offerings, future desired offerings, and how that translates into space requirements. This section of the document establishes an 'ideal' prototype for each type of space, including verbiage on desired furniture types, finishes, equipment, and adjacencies to other spaces, while sizing the spaces appropriately per industry norms.



ITEM NO.

- 3. Demographics: reviews the anticipated enrollment at each school site over the next 10 years, to plan for the appropriate amount of spaces needed to support the projected enrollment.
- 4. Financial Analysis: reviews the amount of funding that the district has on-hand as well as its potential for funding in the future. This marries up with stakeholder priorities to create a project list of individual master plan elements, phasing the overall need over time.
- Master Plan Diagrams: the 4 main elements are overlaid onto each campus to form the master plan diagrams, which receive heavy site stakeholder input to finalize the diagrams. Once finalized, the diagrams receive a cost estimate and project prioritization.
- Schedule: This FMP Committee (FMPC) will meet four times throughout the process, on an almost monthly basis. In addition to the FMPC meetings, there will be a Town Hall that will include all FMPC members as well as the individual School Site Committees (formed in November/December). Details of future FMPC agendas is addressed toward the end of the meeting.

1.04 "If You Could Dream" A Goal-Setting Activity

- LPA presents the first activity, designed to set goals for the Master Plan. Each table group uses the materials provided to brainstorm their responses to two questions:
 - What are your goals for the Master Plan?
 - What big district and community topics should the Master Plan consider?
- The groups were given approximately 30 minutes to work together. Then, a representative from each group presented back to the room:
 - Group 1: The group prioritized safe school environments and gathering spaces that can grow or shrink based on the group size. Other topics they felt were important are energy efficiency, equity among schools, and technology.
 - Group 2: Address basic maintenance needs (repairs, roof, plumbing, etc) including ADA and safety needs. The group, then, dreamed big and discussed goals of flexible spaces, drop-down electrical outlets, modern/short-throw projectors in all classrooms, larger classrooms as a standard to afford flexibility and mobility, indoor cafeterias, modern district office that is owned by the district, community center for over 1,200 capacity, whole-school multi-purpose rooms, sensory rooms, eco-friendly indoor nature trails, indoor gymnasium for elementary schools, turf grass fields.
 - Group 3: sustainable buildings meant to last, larger classrooms / right-sized buildings, better library spaces, separate spaces for performing, arts, and music rather than shared spaces, community spaces for students (eating, socializing, collaborating, learn), outdoor spaces with benches, shade, exercise, playgrounds and 'something to do' for middle school student play. Gathering, 'home room' for student communities (7th grade gathering space, for example) separate from their classroom, space for personal belongings. Upgrade plumbing/utilities and plan for power outages (toilet sensors don't work when the power is out). Plan for a 'range' of bathroom options (like gender-neutral restrooms). Easier access to food with multiple entries, counters to save the students time in getting food and afford them more time in eating their food. Inviting entrances that also provide security. Kid-focused design (durable, interactive). Sensory room. Flexible furniture (sit-stand desks, wobble furniture, space to accommodate movement).
 - Group 4: Flexible learning spaces with technology; trying to anticipate the future, not being reactive to today's concerns. Try to create a diversity of spaces, providing more opportunities to move around inside the school. Reach out beyond the school, making the schools successful as part of the



ITEM NO.

community. Understand the demographic changes within the district and anticipate the redistribution of students. Being smart about the limited funding available. Safe environments, advance the state of security within these campuses. Gender collaboration, involve the best thinking to address the full range of equity.

- Group 5: Classroom bathroom for every teacher. Happy teacher leads to happy students leads to happy parents and back to happy teachers.

1.05 Stakeholder Engagement Update: Principal Surveys

- The principals took an online survey regarding their school site's facilities and its ability to support the students, teachers, and program. The survey broke out individual school elements (classrooms, assembly spaces, parking and drop-off, specialty electives spaces, etc) and asked the principals to rank the functionality of each space on a scale of 1 (poor) to 5 (excellent). Each category provided a comment box for the principal to add an explanation of their rating.
- The presentation highlights the elements that received the lowest rating of functionality district-wide, by elementary schools only, and by middle schools only. Site Parking, Drop-Off / Pick-Up received the lowest rating in all groups. See the full FMPC 01 presentation for the results.
- The survey concluded with a question asking the principals to write-in what their top 3 priorities for their school site are. District-wide, the top 3 priorities are:
 1. Playfields, hardcourts, and track improvements
 2. Parking, drop-off, and access improvements
 3. Fencing / creating a securable campus

1.06 Facilities Needs Assessment Progress

- The Facilities Needs Assessment is a site-specific document that logs the current condition and functionality of the school facilities. Information for these assessments are gathered from the District maintenance and business groups (listed on slide 20), principal input, and a boots-on-the-ground assessment performed by LPA and by LPA's partner, EMG.
- The findings note the recent work that has been done with Measure H funding. For additional, site-specific information regarding Measure H, see cusdbond.org.
- Measure H has touched the district's school and support sites in one of three levels: 0) a full interior modernization (replacement of finishes, among other projects), 1) varying degrees of interior modernization, with some spaces left untouched, and 2) not yet modernized (may be in the process of architectural plans for improvement).
- See FMPC 01 presentation for the common themes gathered from focus group meetings with maintenance departments site observations, and a breakout of the principal's top priorities filtered by Measure H modernization type (0, 1, or 2).

1.07 Defining Success Roundtable Activity

- To conclude the meeting, the committee was asked "How would you define success for the facilities master plan?" and responded individually with the following:
 - Community education effort to gain understanding of what is possible and balance that with the funding available.
 - The current students and students of the future thrive.
 - Basics like restroom repair and security are taken care of, and the committee can dream bigger.
 - The facilities reflect habits of health and fitness, students becoming global citizens and not just follow what has been done in the past.
 - Be efficient with the budget available.
 - Long-term vision that creates an environment promoting innovation and students look forward to being there and do well.



ITEM NO.

- Meet the basic needs and create something the students and parents can be excited about.
- Students and teachers experience a space that is comfortable, meets their needs, and makes them feel supported to try new and creative things.
- Provide spaces that meet an array of needs, functions, and addresses social and emotional needs.
- Whole-site upgrades that meet the site's priorities; success would be that if children are happy to come to school, happy to learn.
- Success is providing whatever it is that supports the kids, beyond meeting the basic needs. The master plan should be much bigger than the basic needs, it should include the big ideas that support learning and education.
- A good plan is transparent, has the proper intake from stakeholders, and has an equitable prioritized project list responsible to the budget.
- The FMP will be successful if it results in a clear list of clearly defined, prioritized projects that can be implemented site after site.
- The master plan should think beyond the maintenance and repair and utilize the assets/facilities that the district has most efficiently.
- Create a welcoming space that attract talented, educated teachers to remain within the district.
- Providing a nice place for staff to work, to support staff retention, including the district office and other support facilities.
- Success will be implementing the projects correctly and cleanly, no shortcuts or band-aid fixes.
- Having buildings that bring the exterior inside (natural daylight, passive ventilation, etc).
- If we can revisit the results of the FMP in 5 years and see if it's living up to the aspirations. That students are proud to go to their school. That these public schools are just as good and meets the needs as well as private schools.
- Create an environment that can literally take the district forward, at a pace that can be sustained to continue carrying them forward as the future thinkers of America.
- A successful FMP has ample community buy-in and support.
- If the master plan results in happy teachers, happy students, then it's a success.
- A maintenance department that can be more proactive rather than reactive.
- It is successful if all stakeholders can provide input adequately and the FMP reflects the best from all stakeholders.

1.08 Next Steps: FMPC #02 Agenda

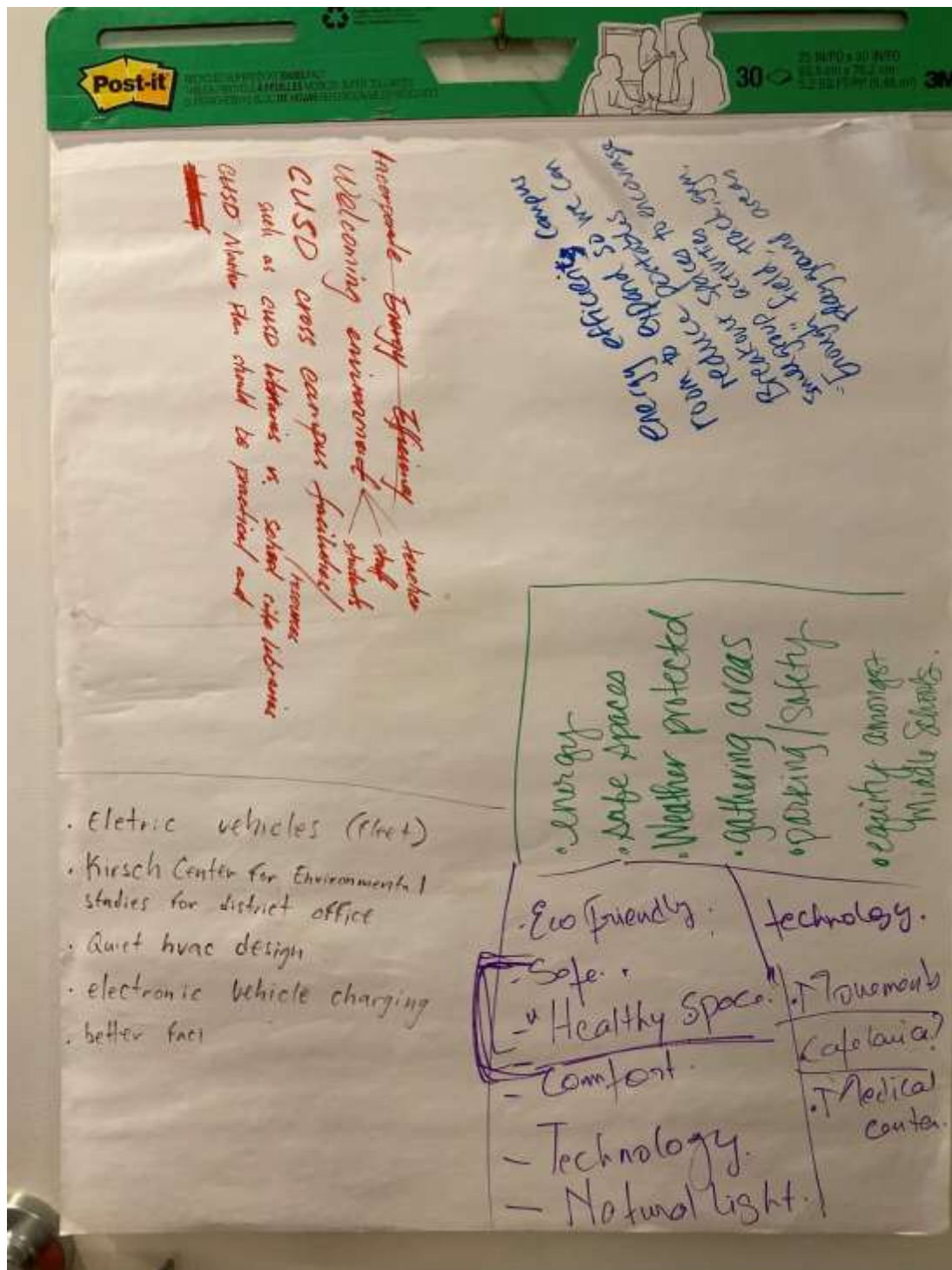
- November 19th: FMPC #2 Agenda
 - Review Facility Condition Assessment findings from EMG
 - Review the draft Educational Specifications
 - Middle School Sites Opportunity Charrette (master plan the middle school sites)
- FMP Website
 - Documents from the FMP will be available on a new website, expected to launch by the end of October or mid-November.

Submitted by: Andrea Pippin, LPA



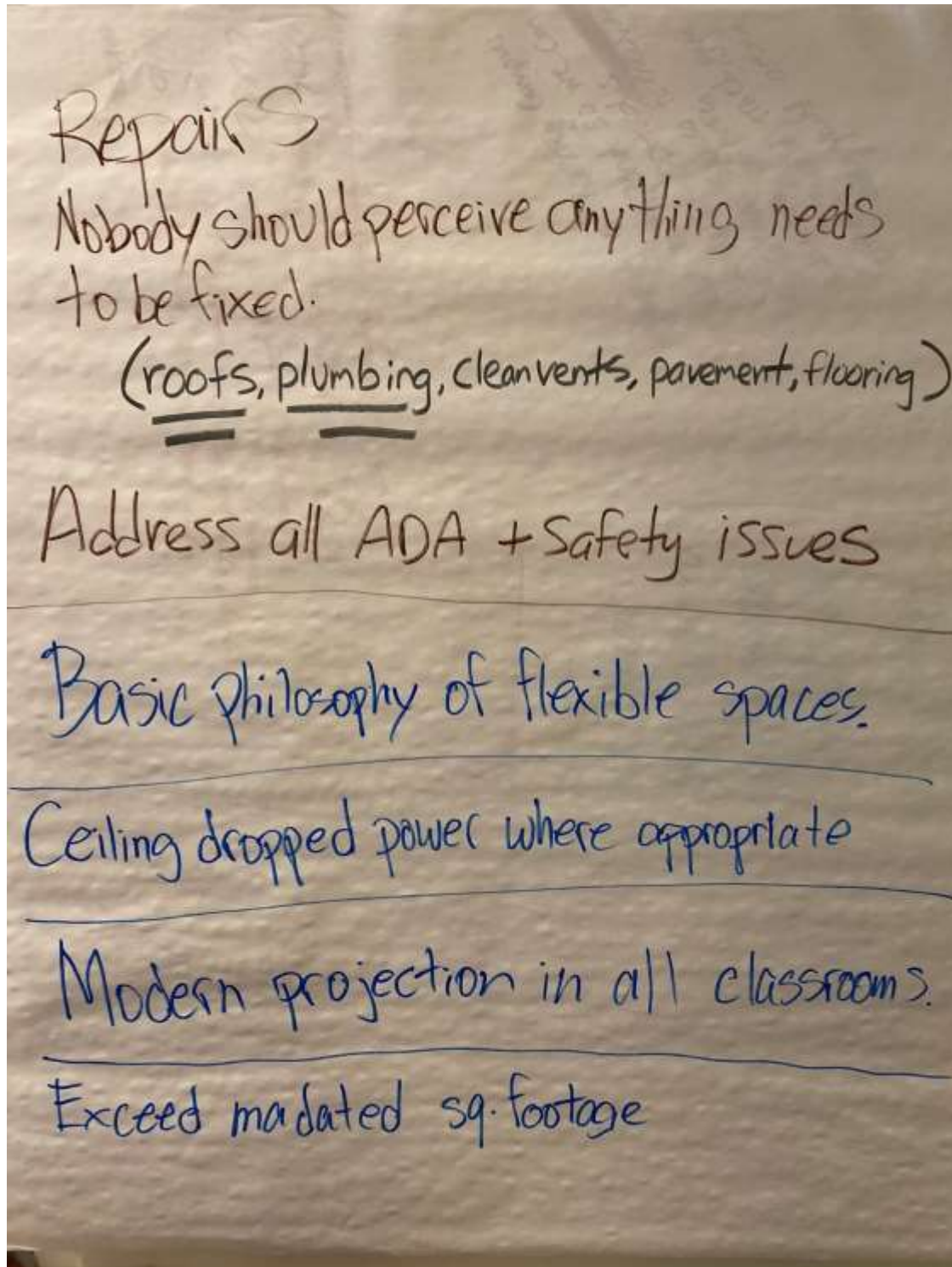
Team Posters:

Group 1



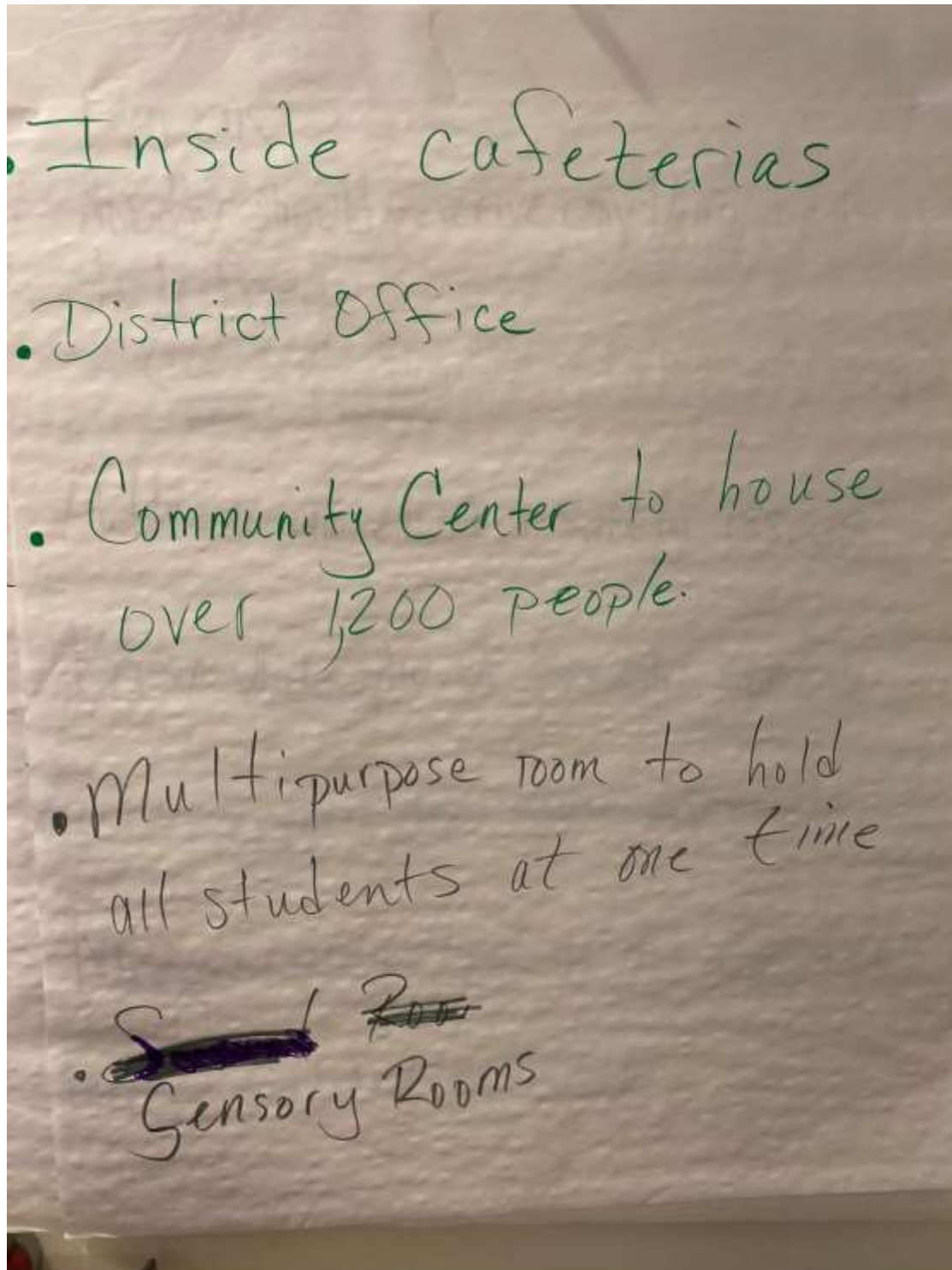


Group 2 (1 of 3)



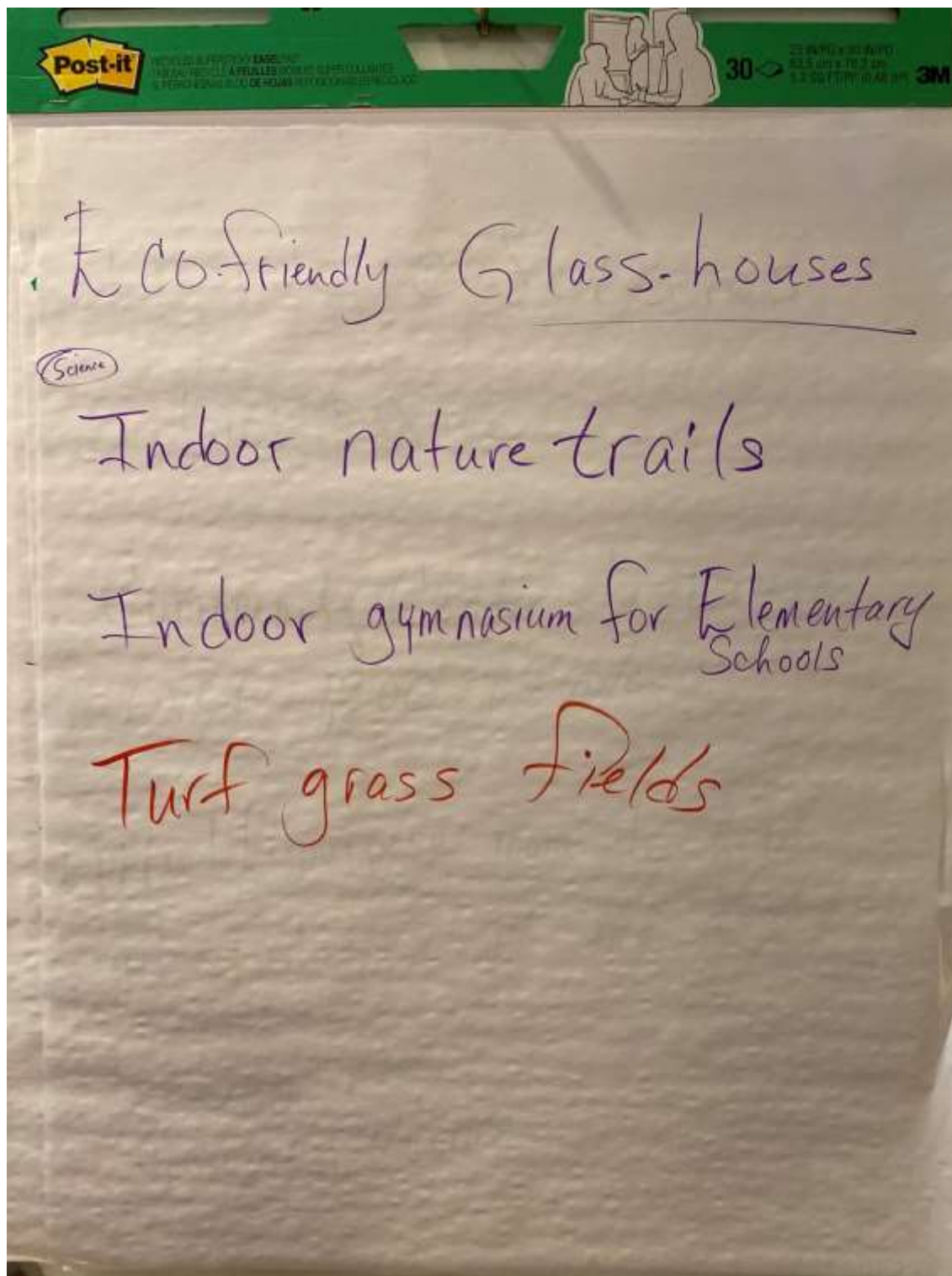


Group 2 (2 of 3)



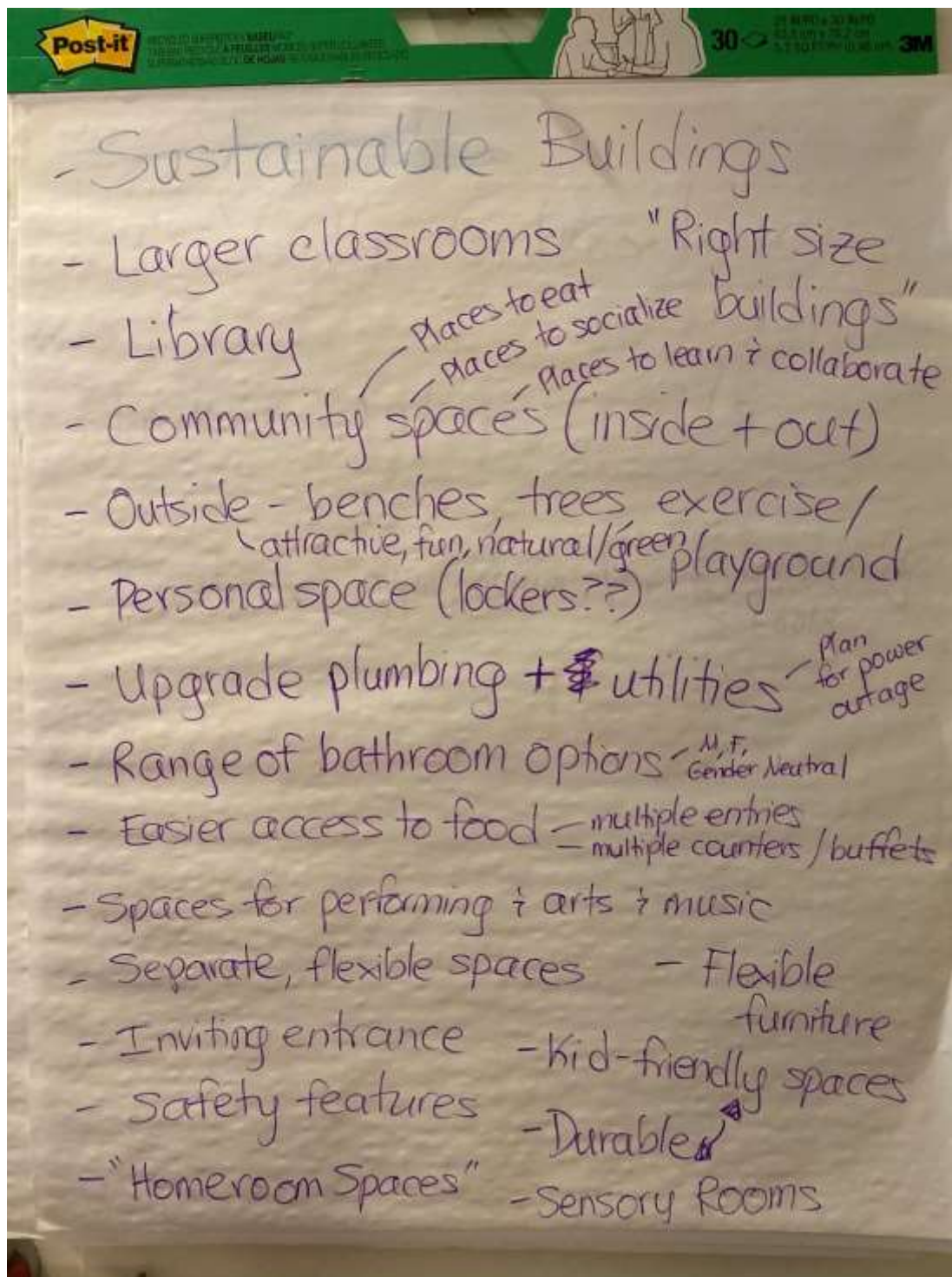


Group 2 (3 of 3)



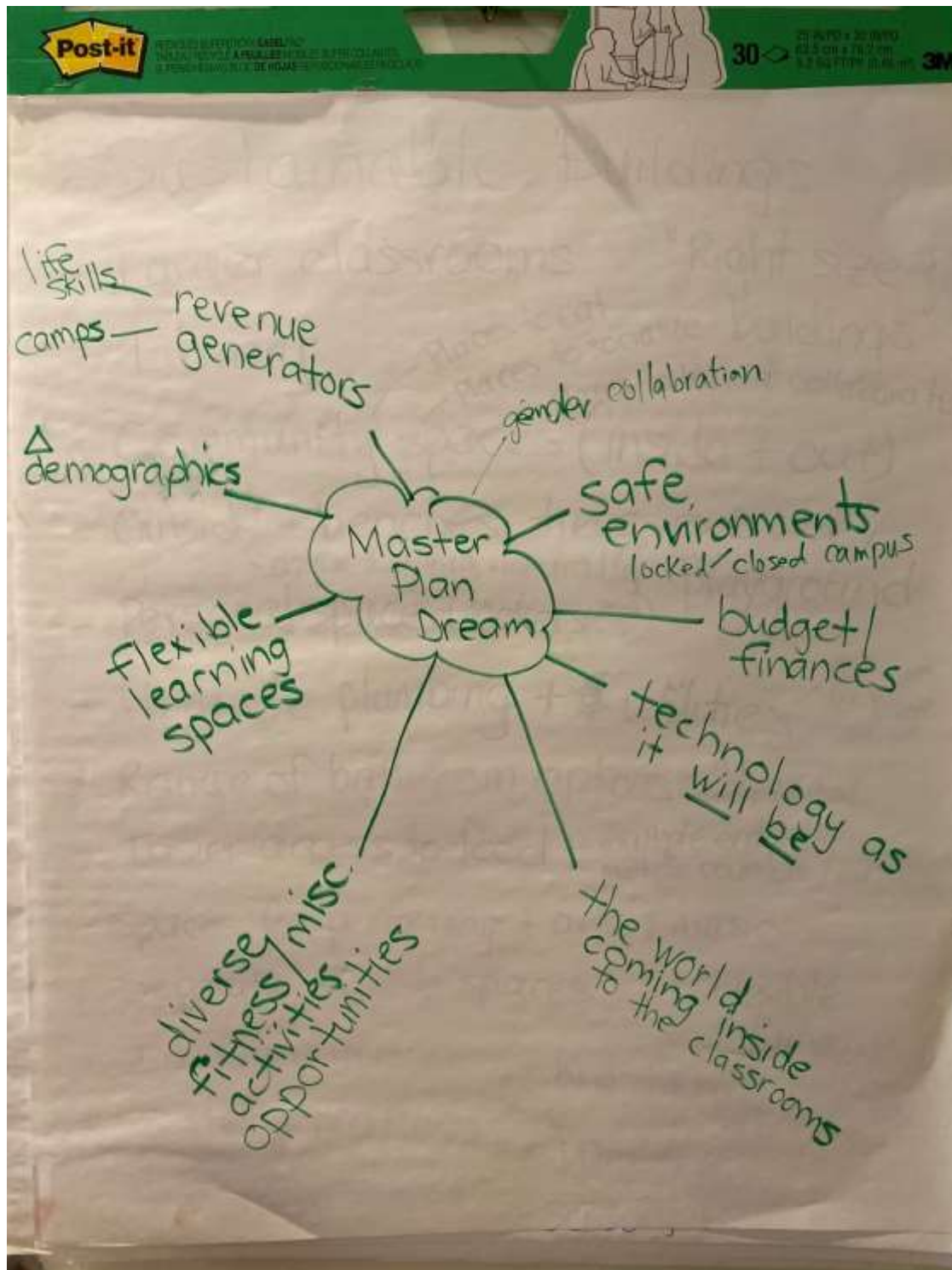


Group 3





Group 4





Group 5

