



Changing Lives by Design™

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



FACILITIES MASTER PLAN
SUNNYVALE SCHOOL DISTRICT
LPA JOB NO. 3015510

DATE: October 19, 2021
TIME: 6:00pm – 8:00pm
PLACE: Zoom

FACILITIES MASTER PLAN COMMITTEE #03
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).

PRESENT

Michael Gallagher, SSD Superintendent
Michelle Maginot, SSD Board President
Isabel Jubes-Flamerich, SSD Board Member
Brandt Burns, SSD Director of Facilities and Operations
Alia Wilson, SSD Communications Coordinator
Nancy Hirstein Smith, Sunnyvale City Council
Chin Chin Chiu, Behavior Interventions Coordinator
Kathy Rouse, SSD Manager of Operations
Lori Van Gogh, SSD Chief Financial Officer
Linda Van Mouwerik, SSD Director of Special Education
Officer Spencer Chen, Sunnyvale Dept. of Public Safety
Rachelle Romander, SSD Fairwood ES Principal
Sandy Agbayani, SSD Citizens Bond Oversight Committee
Katie Ferrick, LinkedIn
Bruce Paton, Sunnyvale Sustainability Commission
Oscar Jauregui, SSD CSEA, SMS Custodian
Tasha Dean, SSD Asst. Superintendent of Student Services
Wendi Smith, SSD SEA President
Jane Chen, Sunnyvale MS Interim Principal

Jim Kisel, LPA
Walter Estay, LPA
Andrea Pippin, LPA

DISTRIBUTION

All Present
Mala Ahuja, SSD Asst. Supt. CI&A
Angela Chan, Columbia Neighborhood Center
Cathy Ochoa, SSD Vargas PTA
Cherise Brandell, Sunnyvale City Library
Damon Sparacino, City of Sunnyvale Recreation Services
Evvy Elwood, SSD CMS Science Teacher
Jesus Romero, SSD
Melinda Hamilton, SSD Sunnyvale Ed Foundation
Mena Elsherif, SSD CMS Resource Specialist
Narmadha Parthasarathy, SSD Cumberland PTA
Polly Bove, Superintendent, Fremont UHSD
Rocio Maldonado, SSD Parent

Attachment: 21 1019 FMPC Mtg #03 Presentation.pdf



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DISCUSSION ITEMS

3.01 Welcome & Agenda Review

- Walter Estay (WE) of LPA reviews the agenda and begins the meeting with a round of introductions. Each member of the FMPC introduces themselves by stating their name and role as a member of the FMPC.

3.02 Learning Space Design Standards Review

- Reviewed what the Design Standards are and what they are used for.
- Explained that the Learning Space Design Standards and other processes, are typically called the Educational Specifications or Ed Specs.
- These Ed Specs are a portion of the master plan. They help establish the standards for the building design and showcase the different type of spaces that would go into the campus.
- These standards will help define the size, appropriate adjacencies, furniture style, equipment, and finish types.
- When a project gets approved by the board, this package can be handed to an architecture firm to help inform your design process.
- This process of creating these standards started in December of 2020 with a focus group meeting. We went over the curriculum, services, and operations with your department leaders.
- In February of 2021, we had a charette (workshop) with a larger group of leaders to help us define thoughts and concepts.
- LPA reviewed sample's spaces in a diagrammatic format for the Learning Space Design Standards and talked about establishing the sizes and adjacencies within these spaces.
- For elementary school, LPA is looking into incorporating three elective spaces which are art, music, and flex.
- This Learning Space Design document aims to define the ideal elements to help support the programs.
- For middle school, LPA is looking into incorporating four elective spaces which are art, music, flex, and digital labs.
- The Outdoor Learning Courts can take different type of forms, have writable surfaces, have a high variety of outdoor spaces that can accommodate a whole class, be purposely built for an end use or be an extension of a classroom. The outdoor spaces can also have potential shade and space that will tie back to the curriculum.

3.03 Discussion / Q&A

- **Q:** Will LPA present alternatives or will there be only one documentation for each space?
- **A:** We do not want to design the district to a corner; therefore, there is flexibility within the end-product of the spaces. This will allow the flexibility once it gets to the school site level and making appropriate decision regarding the school site needs.
- **Q:** Are these design guidelines for the district?
- **A:** Yes, this is more like an ideal space for your district. The great thing about Ed Spec is, if the district follows these guidelines it allows for some equity amongst the constructive spaces at different school sites. This allows the district to custom and tailor to each individual school site.
- **Q:** Does this mean that if we have a double loaded row of classrooms, will there not be windows on one side of the classroom?



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- **A:** Yes, in some cases you have classes that back-up to one another. The Ed Specs will look at the ideal vision of each school site and seeing how that might work. The LPA team will do it's best to incorporate these standards to each school site on a high master planning level.
- **Q:** I am testing my understanding from last time and the majority of what is being covered under the Ed Specs is the remaking of existing spaces as opposed to the construction of new spaces?
- **A:** There is a mix, we want to be cognizant of the level of work that has been done at each individual campus and not being too disruptive. The goal is to be mindful of the cost. Would it make more sense to reconfigure the space, or does it make more sense to build something new? This will ultimately depend on the space that is being looked at. This is a template for when there is an opportunity for something, it will guide the team to know what to do.

3.04 Sustainable Schools Activity

- Prior to this meeting, the FMPC members were provided background information on AIA's Framework for Design Excellence as well as a link to the activity board. They were asked to review the 10 elements and to select two that they would like to discuss further in the meeting.
- There are 10 elements that determine the Framework for Design Excellence that the American Institute of Architects (AIA) has compiled. After a brief explanation, LPA shared the link to an interactive activity board using Mural where the group joined in the following discussion.
- **Element: Design for Equitable Communities.** Design Solutions affect more than the client and current occupants. Good design positively impacts future occupants and larger communities.
 - How do we find opportunities in our existing campuses to include, engage and promote human connection between the classrooms and the outdoor? This will allow for teachers to do team-teaching, students to go outside and work in a space that is functional and flexible with some supervision.
- **Q:** What were your thoughts around Designing for Equitable Communities? How could this be part of the master plan?
- **A:** I was tempted to vote for this one, but ultimately choose not to. I was having trouble translating what one might build that would make a difference that wouldn't be caught up with things such as Design for Change or Adaptability. I would love to hear people talk about that.
- **A:** I had the same thought, I felt like the Design for Community is more for how the building is used. If we build buildings that are going to serve the school community, will they be adaptive to serve the larger community as well? To me, this isn't a function of architecture as much as the function of the use after the building is constructed.
- **Q:** It sounds like it's a function of access. How are these buildings being accessed? How does the community come onto the school site and what is the community accessing?
- **A:** There is currently school sites that are at being used afterhours by the community. This is already an existing use. If I am going to prioritize something, I am going to prioritize the physical structure. I didn't see this to be as important as the other ones.



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- **A:** I was focused on engaging and promoting the human connection. I was not thinking of people outside the district rather than students in the classroom. I was thinking of removing barriers to promote inclusion and social equity for the students.
- **A:** We are creating communities that allows everybody to come together and feel comfortable coming together in those space. I am thinking from the point of accessibility and those opportunities will bring everyone together.
- **A:** What I can see is part of the human connection related to the design and how things are going to get done. It is part of the human connection, equitable and being accessible for everybody.
- **A:** I voted for this one, without exactly knowing what it was earlier today. With the work I've been focusing with the district is about the larger community. It's easier to make space available for school, after school and weekends. School are the one hub that no matter what happens, schools are still getting together and learning together. Having a space without needing extra staff for students to use when needed.
- **A:** The University of North Carolina did an innovative approach of having classrooms and space between the classrooms.
- **A:** I am wary that the district is trying to solve all the communities' problems. I love the idea of having a small meeting space. What is going to happen if students who are attending those schools and aren't using theses spaces for something? We are designing for the district and need to keep the focus on the students and what works for the community must work for the schools.

- **Q:** What is the appropriate mix of dedicated classroom spaces and flexible spaces? How do we find the right mix?
- **A:** Maybe it's those elective spaces that aren't owned by a single teacher that are there for the school to use can also be used by the community as an asset for enrichment.
- **A:** A lot of spaces are being designed without consideration of acoustics.

- **Element: Design for Integration.** Good design elevates any project, no matter how small, with a thoughtful process that delivers both beauty and function in balance. It is the element that binds all the principles together with a big idea.
 - The overall arching goal of good design for the district. It captures all the other thoughts or ideas and its more of a unifying idea.
- **Q:** I am curious to see who turned this one red and if it had any significance?
- **A:** I picked this one, because you get all the others.
- **Q:** If you were to set a goal for sustainability and what does that look to you, what is the big goal when we talk about sustainability. Why is it important?
- **A:** I would like to see in the plans what you create an accommodation and mention of all 10 elements. This can start with the physical space where students learn, and teacher teach in. Having these questions asked all the time and in every step of this process will be our new future.

- **Element: Design for Well-Being.** Good Design supports health and well-being for all people, considering physical, mental, and emotional effects on building occupants and the surrounding community.
- **A:** The idea of having students to remove themselves came up quite a bit. Our teachers and students do a lot of activities in the middle of the classrooms i.e. standing up, calming corners or areas for students to remove themselves. This is part of our core values. There is a lot of movement during class.

- **Element: Design for Energy.** Good design reduces energy and eliminates dependence on fossil fuels while improving building performance, function, comfort, and enjoyment.



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- **A:** It's hard to know what to talk about. Clearly this must be a priority due to climate change but also because of the accelerating cost of heating and cooling which are not going to be practical. We are going to be dealing with more shade structures and find ways for kids to deal with heat. This is going to be an overriding of everything we build moving forward.
- **A:** Meeting with two students from each ES and two students from each MS, this is very important to them and our community. i.e. efficiency and energy conservation.
- **A:** We are going to have serious health and safety concerns if kids do not have access to shaded areas. The more active side is how do we get to a non-carbon fuel?
- **Element: Design for Ecosystems.** Good design mutually benefits human and nonhuman inhabitants.
- **A:** I like how this one fits into the broader picture and focusses on the resilience and habitat restoration part i.e. provide native plants, provide habitat, teach about the ecology of what this region used to be, teach about the microclimate and use the facility itself to teach.
- **Element: Design for change.** Adaptability, resilience, and reuse are essential to good design, which seeks to enhance usability, functionality, and value over time.
- **A:** This is an important item, but it seems to step after designing for ecosystem. If you think of the ecosystems and design for that, then you can play around with adaptation and risk of the vulnerability.
- **A:** I like the idea of the classrooms changing often. Hopefully within the next few years of changing this will show how school and teaching really looks like. We want classrooms that will allow us to be creative and flexible.

3.05

Draft Site Master Plan Diagrams

- Andrea Pippin (AP) explained how these are a Draft Site Master Plan Diagrams. They will be more refine for the Town Hall the following week and talk about the approach of the sites.
- LPA is using the enrollment projection for 2025 to forecast classroom counts and is using the peak year of 2015 for the shared space capacity (Library, Administration, MPR).
- Once these diagrams are finalized there will be different levels of cost associated with the diagrams.
- **Bishop Elementary**
 - Has received the most improvements in the last couple of years.
 - Want to incorporate a Learning Resource Center onto this campus.
 - Currently has the room to spread out and use full classrooms.
 - (3) reconfigured classrooms for LRC.
 - (1) SDC Moderate/Severe for grades 2-5 as reconfigured space.
 - ECD is the early childhood development and is being used for future growth for the TK classrooms.
 - Music, Art, and Flex are incorporated into existing rooms as electives spaces.
 - We are trying not to add too much cost to a site since it has received a lot of work recently.



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- **Cherry Chase Elementary**

- The big idea is to remove the portables that are behind the multi-purpose building.
- Remove a building and give the school some off-street parking.
- Have a learning court that will connect the new classrooms with faculty workroom, restrooms and joined together with a collaboration zone.
- There is a reconfigured of the SDC 3/4/5.
- Took 3 classroom for the Learning Resource Center.
- The larger rooms that are being used for kinder could turn into Art, Music and Flex electives.
- Expand Admin by placing a faculty lounge next to the Learning Resource Center.
- Create a drop-off lane specific to Kinder and TK.
- In the master plan we are trying to include where potential TK rooms can go.

- **Cumberland Elementary**

- There are existing SDC rooms with a Speech room in between them.
- The Draft MP shows leaving the newer classrooms in place (portable classrooms) since they are in good condition.
- The portables by the field are shown as getting replaced with (5) new classrooms.
- The Draft MP shows reconfiguration for the Learning Resource Center with close access for the younger students.
- The MPR and Library are shown as reconfigured to expand to make the MPR more useful.
- Music, Art and SDC spaces for 3-5 are shown as reconfigured spaces.
- The new flex lab could be the new maker space near the potential TK classrooms.
- Through fencing strategies future TK can be unified with the existing Kinder playground.
- **Q:** What the difference between a LRC and a Library?
- **A:** The library is an open space that can be used for professional development or community gatherings. It can have the capacity to take up to two classes and have lessons with the librarian. The LRC unifies student support spaces such as the resource specialist, speech therapist and spaces that aren't purposely built for the schools.

- **Fairwood Explorer Elementary**

- Potentially take over the existing Kindergarten rooms and expand the current admin space.
- Add new construction for Kinder.
- Removing the portable classroom that sits behind the library and replace them with new Kinder classrooms and Kinder playground.
- Add an area for future TK growth.
- Add the LRC to the heart of the campus.
- The plan shows a new quad for the Music, Art, and Flex spaces.
- Add a lunch shelter next to the multi-purpose room.



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- Would like to keep their school garden and have an area designated for that space since it's a huge contribution to its community resource.
- **Q:** It seems like you are getting rid of a lot of the open green space on this campus to add the new Kinder, TK, and elective space? I am little concern, because I did not see a lot of open spaces being taken away from other campuses.
- **A:** For some campuses, we have bigger moves proposed. In this case the kindergarten rooms are the big driver.
- **Q:** The reason this school doubled in size, was because this school became a program of choice. How much thought is going through the enrollment?
- **A:** We will take another look at this site and see how we can approach this master plan and its layout.
- **Lakewood Tech EQ Elementary**
 - Added (2) TK.
 - Added SDC for K-2.
 - Take out the portable classrooms by Kinder.
 - Reconfigure the SDC classrooms and make it appropriate for those PK classrooms.
 - The heart of the campus has the LRC and SDC for 3-5.
 - Reconfigure the Music and Art and place them close to the multi-purpose.
 - Turn the existing computer lab into the Flex Elective space.
 - Place after school programs at the front classrooms near the entrance of the campus. The community will be able to use these spaces/classrooms.
- **San Miguel/ Juntos Elementary**
 - Taking advantage of the new PK and reconfigure those space with the new Kinder and Play. It will include a drop-off for Kinder.
 - Reconfigure two classrooms for the LRC to be close to the lower primary grades.
 - Reconfigure space for SDC 3-5.
 - Reconfigure space for the flex room and art room at the back of the library.
 - The Music Room is placed next to the Multi-Purpose Room.
 - Grades 4 and 5 are place in what used to be the Kinder classrooms.
 - Provide proper playgrounds to their associated grade levels.
 - **Q:** If we are designing for an ecosystem, why is there a lot of parking going in? What is the rationality behind this since we are moving towards less carbon footprint?
 - **A:** The surveys that were sent out pointed that parking was an issue and we are trying to address it on these master plans.
- **Vargas Elementary**
 - Keeping K and TK in place.
 - Reconfigure of SDC 3-5 and SDC K-2.
 - Taking the center wing of the campus and making it a reconfiguration for the LRC and adding a lunch shelter adjacent to the kitchen.



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- Reconfigure the multi-purpose room and library with colab zones that are flexible while adding the Music, Flex (which can have a Science focus), and Art electives classrooms.
 - Taking a classroom and replacing it with a faculty lounge
 - Expanding the hard court by removing the portables.
 - Expansion of the parking and drop-off.
- **Columbia Middle**
 - The multi-purpose room shows new construction for a Boys locker room, and new Music and Flex/Choir room.
 - Take a music room out to create an outdoor quad/ learning area.
 - There are some reconfigured spaces of the Special Ed M/S near the LRC and Adaptive Daily Living.
 - LPA took a different approach with the 6th grade science by adding a shared flex lab between the classrooms. Both teachers can use from either side.
 - Removing the portables and replacing them with more outdoor learning areas.
- **Sunnyvale Middle**
 - New science building will be maintained.
 - Replace all the portables with new construction and making it a two-story building.
 - Be mindful of the hardcourt area and not take too much of the site.
 - Incorporating a new flex science lab space in between each pair of 6th grade math/science classrooms.
 - Reconfiguration of the LRC with the SDC M/S and ADL.
 - New construction for a fitness room.
 - Reconfiguration of Admin spaces.
- SMS is the highest priority for district leadership. Addressing TK will be next with further prioritization needed after that.

3.06 Open Discussion & Next Steps

- Will be presenting the diagrams at the next Town Hall meeting in two sessions: One is planned to be in person and the other virtually.
- The School Site Committees are required to attend the Town Hall meeting.
- It is the responsibility for the SSC to advocate for the process and let people know about the Town Hall meetings.

Submitted by: Andrea Pippin, LPA