



Changing Lives by Design™

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



FACILITIES MASTER PLAN
SUNNYVALE SCHOOL DISTRICT
LPA JOB NO. 3015510

DATE: January 19, 2021
TIME: 6:00pm – 8:00pm
PLACE: GoTo Meeting

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).

PRESENT

Michael Gallagher, SSD Superintendent
Alia Wilson, SSD Communications Specialist
Angela Chan, Columbia Neighborhood Center
Brandt Burns, SSD Capital Project Coordinator
Bridget Watson, SSD Board Member
Bruce Paton, Sunnyvale Sustainability Commission
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
Kathy Rouse, SSD Manager of Operations
Katie Ferrick, LinkedIn
Linda Van Mouwerik, SSD Director of Special Education
Melinda Hamilton, SSD Sunnyvale Ed Foundation
Mena Elsherif, SSD CMS Resource Specialist
Michelle Maginot, SSD Board Member
Nancy Hirstein Smith, Sunnyvale City Council
Narmadha Parthasarathy, SSD Cumberland PTA
Officer Spencer Chen, Sunnyvale Dept. of Public Safety
Oscar Jauregui, SSD CSEA, SMS Custodian
Polly Bove, Superintendent, Fremont UHSD
Rachelle Romander, SSD Fairwood ES Principal
Rob Smiley, SSD Chief Operations Officer
Rocio Maldonado, SSD Parent
Sandy Agbayani, SSD Citizens Bond Oversight Committee
Tasha Dean, SSD Asst. Superintendent of Student Services

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

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All Present
Chin Chin Chiu, SSD Student Services
Mala Ahuja, SSD Asst. Supt. CI&A
Wendi Smith, SSD SEA President

Attachment: 21 0119 FMPC Mtg #1 Presentation.pdf



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DISCUSSION ITEMS

1.01 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, their role as a member of the FMPC, and a brief explanation of why they joined the committee.

1.02 Overview of FMP Activities

- A facilities master plan is comprised of four main components:
 - Educational Vision and Goals
 - A translation of the district's educational vision into physical space, resulting in the Learning Space Design Standards section of the FMP.
 - Demographics
 - Determining the appropriate facility capacities based on projected enrollment data.
 - Facilities Needs Assessments
 - Assessing the existing buildings, systems, and grounds to determine the expected expenditures over the 10-year life of the master plan, and to document the existing uses across all sites.
 - Financial Analysis
 - Analysis of the district's current and future funding s, so that the master plan can be an implementable roadmap for improvements.
- While addressing the above components, the FMP involves heavy community and stakeholder input in the form of:
 - A district leadership group
 - District focus group interviews
 - This Facilities Master Plan Committee
 - School site interactions
 - Community outreach efforts
- Once all information has been gathered and properly synthesized and master plan diagrams have been finalized, then cost estimates are developed, and projects prioritized.

1.03 "If You Could Dream..."

- The FMP committee is asked to share their goals for the master plan. Below is a list summary of their individual responses (note each bullet point represents an individual's response):
 - To have spaces that are more conducive to flexibility. Provide the ability to change sizes, shift walls, and accommodate varied learning styles and needs. Allow students to not be confined to the same type of seat and environment. Having spaces that are conducive to the physical limitations of special needs students, including restroom proximity, and allow students to integrate into their environments. This past year has really influenced thought on materials, cleanliness, and having students assist on the care of the learning environment (teaching responsibility and accountability).
 - Provide flexible working environment and dedicated space for private conversations outside of admin conversations.
 - Serve the community stakeholders, and explore how can we use the spaces to be available to the community even after school hours?



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- Flexibility; utilize spaces for a variety of different things (flex for teachers to adapt to the activity at hand, and transform in the afternoon to be able to hold more community events). Explore how can we make the campus an integral part of the community where the community feels welcome to come for support and services.
- The legacy has been the vision to coordinate between SSD, Community, and City. There is a need to continue to include these things in the thinking. Learn how the HS district can learn from this and be a part of it.
- Sports integration as a motivator to drive education.
- To have enough bathrooms, possibly with smoke detectors. Community shared use with gardens on campus. Flexible seating in the classroom.
- Developed with robust community input (the diversity represented on this call is a good sign). Provide flexible spaces that can anticipate and adapt to future technologies. Balance student safety with good aesthetics, providing a pleasant place to learn. Plan for student success. Boil the overall need down to a clear set of priorities that meets the funding. Bigger picture: incorporate more natural/climate-based curriculum. This commenter also echoes other's notes on collaboration with community partners.
- Design with flexibility and inclusion in mind (communicating that all are welcome). Enhance opportunities for outdoor education.
- This commenter echoes other's notes on community partnerships with the City, developing facilities that facilitate that, and flexibility. Adds the challenge of anticipating technologies that haven't been released, dreams to anticipate changes in technology.
- Provide visually pleasing spaces where students are excited to learn. Develop tech-rich classrooms with equity in mind. Safety in the classroom for teachers and students.
- This commenter echoes other's notes on flexibility. Adds restrooms that are more durable/vandal-proof. Incorporate privacy at urinals and locker/changing rooms. Find ways to keep the restrooms clean on a more regular basis. Promote a pride of ownership. Incorporate green technology, building to LEED wherever possible. Dedicated spaces that are flexible; possibly additional programs (like a Music space that can be used for something else).
- Facilities that support enrichment programs, like kitchens. For example, schools do food prep activities (Fairwood uses teacher staff room).
- Spaces that truly facilitate interaction between school and community. Space is hard to come by, including space where staff learning can occur. Need for small, private, confidential rooms. Children learn through play – their classroom can be outside a lot more.
- An FMP that is widely embraced by educators, students, families – something people can gather support for, a common vision. Seeing a lot of themes in the professional environment and in education – pull in different learning styles and foster the great talents of each student. Design for Sustainability, not just for sustainability's sake, but for the health and wellness of those who use it. The school can be a hub within the community.
- Would love to have sewers/plumbing work really well. All those less pretty, yet fundamental things.



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- Provide functional spaces (creating, designing, tech/no-tech) for different uses of learning. Spaces where students are physically comfortable (to help with focus). CMS has a farm-to-table garden, continue to nurture that. Address outdoor learning and our environmental impact. Use sustainability as an educational tool. Incorporate other things like AC in the sports facilities and hot water in restrooms.
- Design around access; Fairwood has direct access to MPR from front of school. Adult Ed: not just furniture but access after-hours. Consider not just what the space is but where it's located on the campus. Ingress/egress of spaces: summer access indoors and outdoors (spaces that lend themselves to indoor/outdoor flex use). Sci, tech, community ed spaces.
- Build with an eye to sustainability, manage the operating costs and set a good example. The spaces created should help build the kind of education we want to have. Get away from the teacher-facing classrooms. Design the spaces for the kind of education that we think is coming (requires good guessing). More collaborative learning, outdoor learning of all kinds. Aspiration: equal access to education. Equity doesn't mean all students get the same thing; some students need more/different facilities to overcome their greater challenges.
- Streamline the equity plan within the FMP (stewardship, flexibility, sustainability, accessibility) and give students what they need when they need it. Would like to see culturally responsive teaching, trauma-informed teaching (SEL) – space can make a difference (feel welcoming, etc). Incorporate beauty and engage curiosity (with public or student art installations for example). This is our chance to take what we like and make room for it going forward.
- Effectively prioritize these topics so the Board can help with the implementation.
- Provide flexibility, serving parents and parent education in one classroom (address furniture) with childcare in the next room. Security and exterior lighting. More facility needs on the North side of town.

1.04 Findings

- Andrea Pippin (AP) reviews the preliminary findings gathered from the Principal Survey and Interview, Teacher & Staff Survey, and the interviews with Maintenance, Operations, and Facilities department (see presentation, pages 12-40).
 - Rob Smiley (RS) noted that during its design, the new Kindergarten wing at Cherry Chase Elementary was approached an opportunity to do things differently, and does not necessarily reflect a District standard.
- Jim Kisel (JK) reviews the themes and directions learned from LPA's interviews with the District's program areas (see presentation, pages 41-48).

1.05 Defining Success

- Given the robust input provided earlier in this meeting, only those who had additional comments provided input (rather than going around the room again). The additional comments provided are:
 - Cost of construction is staggering, it's unlikely we'll have the resources to meet the level of our dreams. Where do we match wishes and resources and manage expectations? Prioritizing could not be more important. Develop ground rules: do not divide equally the funding across schools. It is



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incumbent to help community understand that equal isn't going to be equitable.

- Provide the document to share with the community, practice transparency. Create a document that can be picked up by anyone and see that there was an honest and legitimate method of input.
- Lay out needs and identify priorities.
- Create facilities that function to serve the intended purpose and those using them are proud of the facilities.

Submitted by: Andrea Pippin, LPA