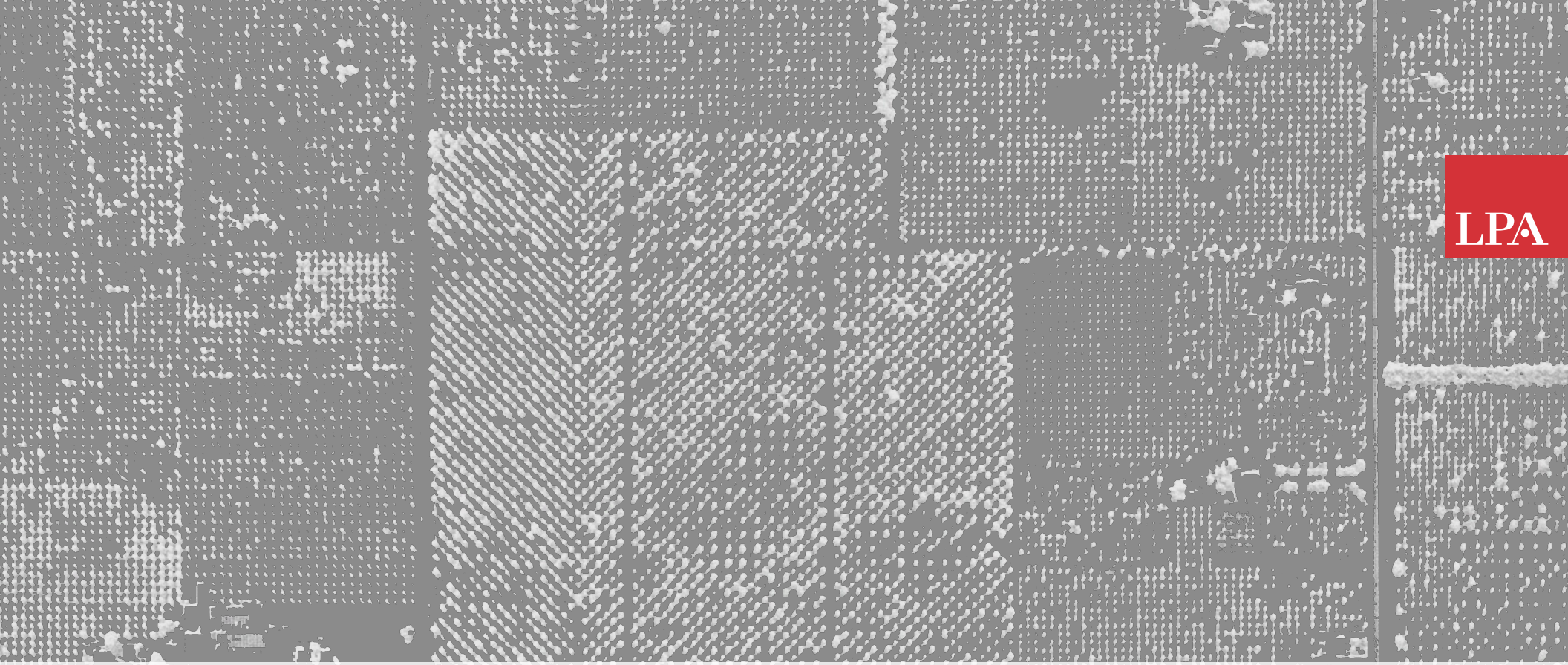

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PROCESS

DOCUMENT PURPOSE

2020 | FACILITIES MASTER PLAN

CUPERTINO UNION SCHOOL DISTRICT

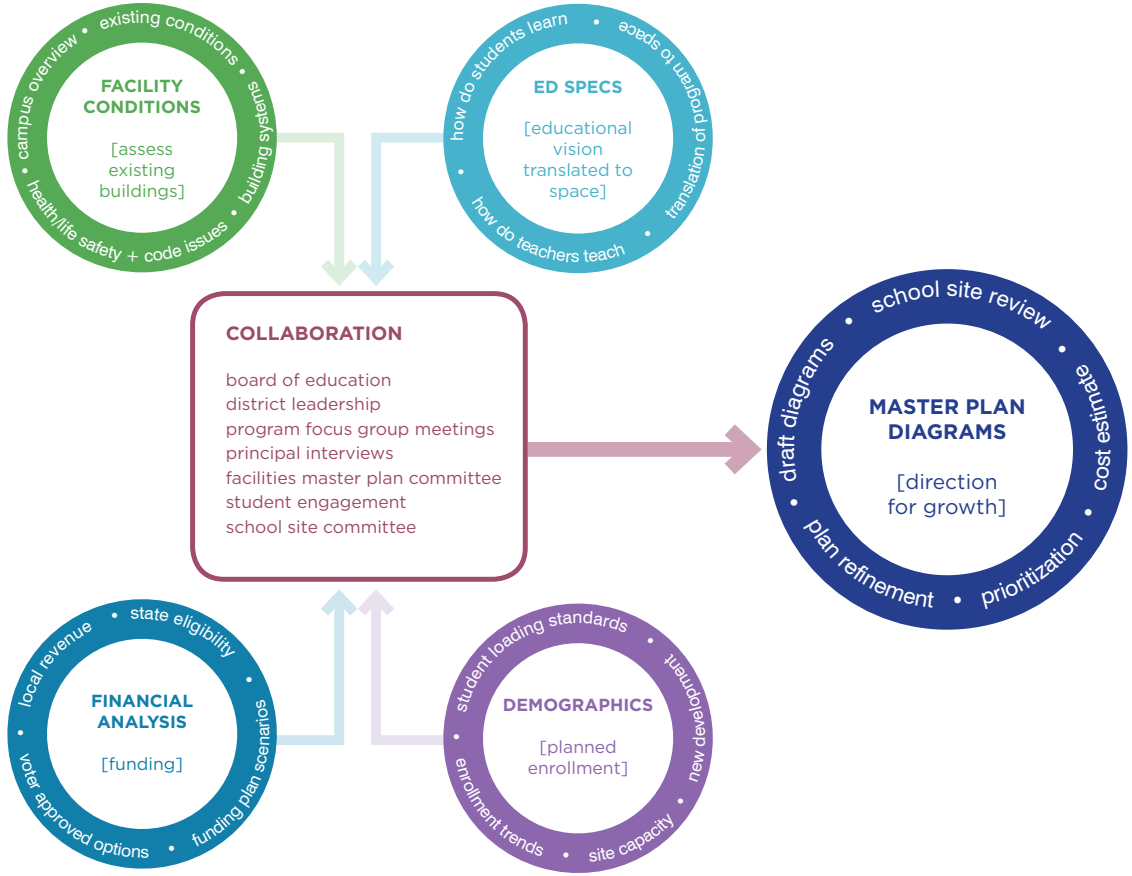
WHY
a facilities master plan?

Today, the economic conditions and ever-evolving educational programs are affecting how schools are being planned, designed, and managed. The purpose of the Facilities Master Plan (FMP) is to define the long-range goals for facility planning that support the educational goals of the District; this ultimately aids in decision making so that school facility improvements move toward a common, coordinated vision.

An FMP is strategic in nature. It identifies a vision for the next 10 to 15 years. The site master plan diagrams provide a graphic representation of this vision for each site. It is important to note that the individual school site master plan is not a design but rather a plan for the future improvement of the District's facilities infrastructure in support of the educational program goals for increased student outcomes and achievement. It identifies types of spaces and their adjacencies to one another, among other things.

This plan identifies the overall needs of a campus and shows a general path of how to get to the goal, but it does not provide specific design solutions. It represents long range improvement recommendations serving as a tool in establishing budgets for each site. The estimated costs spreadsheet developed can be utilized as a "tool kit" by the District for planning purposes, to run potential program phasing and implementation scenarios, as funding sources become available.

The FMP is intended to be a guideline to allow sites to maintain flexibility as enrollment and program needs change. The diagram below illustrates the primary components of a comprehensive FMP process. As individual projects move forward it is expected that options will be explored to seek improvement to the master plan scope recommendations as more detailed information becomes available during the development of the ultimate design and processing of the contract documents through the relevant State School Facilities Program agencies.



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HOW
is this document used?

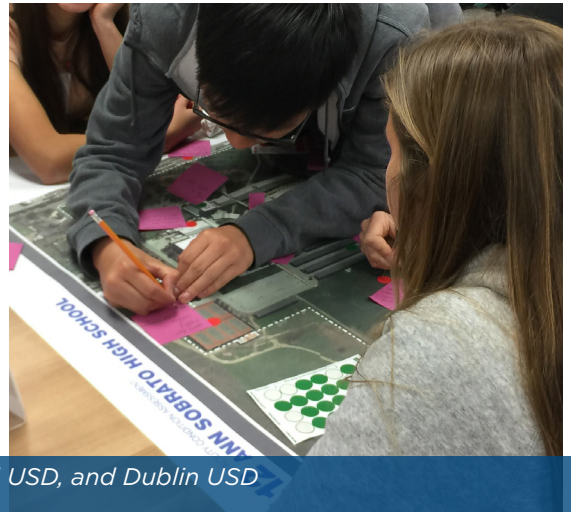
Educational/Program Vision
As projects move forward into the design phases, the Educational Vision section of the FMP helps inform the size, organization, and overall design of the new spaces beyond the diagrammatic master plans. This section is a set of design guidelines of the individual program elements, and describes the intended use of each space and includes suggestions of furniture types, finishes, and equipment that should be considered as the design is developed.

Site Master Plans
District leadership and facilities personnel, with approval from the Board of Trustees, will pursue implementation of the FMP. The projects that are implemented first may be driven in part by District needs, Stakeholder and Board Priorities then layered with the estimated costs and funding (as it becomes identified).

The specified campus master plan recommendations contained in this FMP document have not been based upon detailed site surveys, such as coordination of existing utility locations, soils reports, and detailed code evaluation studies. That level of analysis will be completed during the design phase as projects are implemented.
It is also likely that the projects listed in the FMP will be addressed incrementally and phased in over time, not as one large, comprehensive project.

Therefore, it is important to note that when implementing individual projects in the plan, they are designed in such a way that future scopes can be realized and that each project can stand on its own without negatively impacting operational aspects of the school. As projects are developed over time, the FMP should be revisited and updated so that it reflects the changing needs of the Cupertino Union School District. Though not a requirement, this master plan update process is recommended by the California Department of Education every three to five years.

As projects approved by the Board of Education move forward, design teams (architects and engineers) will plan individual aspects of the projects recommended in the FMP. At that time, a School Site Design Committee should be assembled to meet with the design team and provide input on the design of the individual elements of the plan. The plans that result from the more detailed design phase process may vary from the concept shown in the FMP, but should be a reflection of the overarching goals and program elements identified through the FMP process.



sample photos from Palo Alto USD, Morgan Hill USD, and Dublin USD

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