





FACILITIES MASTER PLAN PLEASANTON UNIFIED SCHOOL DISTRICT LPA JOB NO. 306030.10

Date: November 15, 2021 Time: 5:00pm – 6:30pm Place: Zoom Video Conference Call

FACILITY MASTER PLAN COMMITTEE AGENDA | MEETING #1

Attendees: Dave Haglund, Superintendent Eric Van Pelt, Bond Program Manager Ahmad Scheikholeslami, Assistant Superintendent of Business Services John Chwastyk, Director of Facilities and Construction Adrian Herz, Staff Member at Donlon ES Julio Hernandez, Assistant Superintendent of Human Resources Amos Nugent, Dir of Adult and Career Ed Becky Simons, Admin Assistant to Superintendent of Student Support Services Bill Foley, Walnut Grove ES and active Bond participant Chong Wang, CBOC Cindy Lau, Coordinator of Education Services of Tech Services Ed Diolazo, Assistant Superintendent of Student Support Services Efrain Hinajosa, Band Director at Foothill HS Ellen Clark, Director of Community Development for the City of Pleasanton Evan Branning, Teacher at Village HS Heather Pereira, Village HS and Virtual Academy Jacob Berg, Principal at Lydiksen ES Janelle Woodward, Assistant Superintendent of Teaching and Learning Jill Buck, PUSD Green Team, co-chair of Measure I1 Josh Butterfield, Principal at Amador Valley HS Kelly Cantu, Parent, PTA at Amador Valley HS and Harvest Park MS Laurie Walker, Admin Secretary at Amador Valley HS Louis Cesario, Teacher/Coach at Amador Valley HS Michael Doyle, Art Teacher at Amador Valley HS Mike O'Brien, Principal at Vintage Hills ES Mike Tassano, Traffic Engineer with the City of Pleasanton Caroline Fields, Principal at Hart MS Nicole Langer, Teacher at Hart MS Nimarta Grewall, Director of Secondary Education Officer Ryan Tujague, Police Officer with the City of Pleasanton Paul Stewart, PE Teacher at Herst ES Rachel Mercado, Administrative Assistant of Business Services Robert Torres, Chief Technology Officer Rosa Torre, District Parent Liaison Sebastian Bull, Principal at Foothill HS Soojin Hwang, Amador Friends of Music President Steve Zevanove, Lifelong Pleasanton Resident and Parent, CBOC member Todd Utikal, Local Business Owner, 'We Are Pleasanton' Founder Mirjam Dijkxhorn, PTA President at Vintage Hills ES Mehdi Rajabzadeh, Executive Director of Operations Ken Goeken, Director of Special Education

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

LPA

1.01 <u>Welcome & Introductions</u>

- John Chwastyk and Ahmad Sheikholeslami open with introduction to LPA and the master plan process.
- Walter Estay reviews the FMPC agendas.

FACILITY MASTER PLAN COMMITTEE MEETING #1

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PLEASANTON UNIFIED SCHOOL DISTRICT - FACILITIES MASTER PLAN

- FMPC members introduce themselves by stating their name, their role or affiliation with Pleasanton USD, and their reason for joining the committee.
- 1.02 Placemaking Activity
 - Andrea Pippin introduces the next activity, which is a brief and unstructured solicitation to questions that address placemaking: What makes the City of Pleasanton and Pleasanton USD unique?
 - Participants voice the following comments:
 - There is a wrap-around group of individuals to provide opportunities for students; amazing staff, student, parent community and local community opportunities. What we do, we do well. Hoping to get to a place where facilities match the time and effort.
 - Good geographic location with proximity to freeway connections with other cities. Great Schools, jobs, and downtown (Hacienda Business Park)
 - All facets of community are fully invested in this community takes many forms, in many areas.
 - Participants write-into the chat:
 - The small, hometown feeling in Pleasanton is unique. A lot of history.
 - Pleasanton community has a real passion for its schools.
 - The city is diverse and relatively small.
 - Pleasanton is unique in that the community is vibrant, engaged, supportive and makes students a huge priority.
 - Neighborhood schools.
 - Pleasanton has a small town feel while being able to offer some big city offerings.
 - Schools are a focus in the community, and while academics are important, we don't put unrealistic pressure on children like other districts in the Bay Area
 - o Community.
 - Throughout the school district and in the city, thousands of people volunteer for our community to make it better in many, many ways. There is a culture of engagement/volunteering.
 - Families are engaged in their schools and community.
 - Consistently exemplary athletics and performing arts programs. Kids are involved in campus activities well beyond the bell schedule.
 - Community members involvement in civic engagement, schools, and neighborhoods.
 - Great schools, safe, diverse, wonderful community, parks, nature!
 - We embrace it in a really beautiful way.
- **1.03** FMP Process & Schedule Overview
 - Jim Kisel explains the four (4) main components of a Facilities Master Plan:
 - Educational Vision and Goals
 - o Demographics Review
 - Facility Needs Assessment
 - Funding
 - LPA's FMP process runs through three (3) Phases: Research, Analysis, and Synthesis. The current schedule plans for FMP Board approval in June 2022.



• Stakeholder engagement occurs at many levels including individual focus group interviews with district program and operations departments, various avenues of school site input, community outreach, and this mix of district and community stakeholders at the FMPC level. The FMP process is coordinated through a group of district leadership, and ultimately guided by and presented to the Board of Trustees.

1.04 <u>"If You Could Dream" – Brainstorming Activity</u>

- Andrea Pippin introduces the next activity which solicits goals and idea-sharing from the participants. The FMP Committee was placed into four (4) breakout groups and provided a link to online collaboration tool, Mural. The activity asked participants to work together to answer the questions:
 - What are your goals for the Master Plan?
 - What big District and Community topics should the Master Plan consider?
- After the activity, groups reconvened and a representative from each group shared a summary of the discussion:
 - o Group 1
 - Learning environments
 - Updating facilities to be safe and modern
 - Flexible design in classroom
 - Facilities that encourage connection, community, and collaboration of teachers.
 - Classroom facilities for our adult education classes
 - Ensure Technology infrastructure is scalable
 - Expand the use of outdoor learning spaces
 - Have learning spaces for ALL students
 - Learning spaces should consider the impact of external sound
 - Trade programs in the HS
 - Atmosphere
 - Overall design is inviting to students to want to come to school
 - Students attend school in an atmosphere that inspires them
 - Use design and space planning to facilitate social connection
 - Updated staff rooms from looking old and run-down
 - High-School-Specific
 - At HS level, lunch time is so short. It would be nice if we had ample space to provide food and to eat
 - What does a high school with 2,700 students look like facility-wise in 2021?
 - Coordinating future school facility needs with future housing growth
 - Adequate facilities for all CTE programs culinary and others
 - Performing Arts
 - Performing arts are very strong in the district. Need better venues to perform. Currently ES and MS perform in the MP or Gym.
 - Enhance/construct world class performing arts facilities
 - Amador Theater: is a facility used by ALL schools for many events thus we need this to be updated asap
 - Sustainability
 - Provide natural light in design
 - Energy efficiency: net zero campuses
 - Site design
 - Design of sties to improve flow both on the campus and the spaces around the campus
 - Facilitate opportunities to collaborate with the wider community

- Maximize opportunities for community use during non-school hours
- Finding better ways to use the property that we have to support the students
- Traffic flow for pick up and drop off could still be improved
- Safe lighting, pathway design, traffic safety
- Facilities that support safe walking and biking to and from schools
- Opportunities for shared uses between schools and neighborhoods / broader community
- Ensure that our athletic facilities are fairly distributed and maintained
- Inclusivity
 - Facilities built to facilitate inclusive practices
 - Having facilities that will safely support the students
 - Access the size of the student bodies and update facilities to fit that size
 - The opportunity for students to share their art and talents
 - Overall needs of the student
- o Group 2

LPA

- Accessibility & safety district-wide
 - Varying ability levels of student and community members
 - Design with the idea that these are spaces that students spend a lot of time in. what are the elements of a space that will help students have their basic needs met as well as being able to support the educational needs of a diverse (physically and neurologically) student body?
 - Pay attention to things that impact cognitive function IEQ, water quality, food quality
 - Ramps and accessible areas for handicapable students and family members
 - Educational Programs
 - We would love to see maker spaces on all campuses
 - Id love to see our high schools have spaces for CTE classes
 - Outdoor learning spaces
 - Are the educational programs aligned properly on campus; using the space in an appropriate manner? Mapping/planning how the facilities support the students.
 - Robust TK and Kindergarten area with adequate classroom space and outdoor space.
 - Design characteristics
 - High performance devices, technology support remote learning
 - Tech is continually changing don't crowd the classroom with tech
 - Beautiful campus without portable classrooms and highperformance laptop/device for teachers
 - Larger student gathering spaces (Student Union) activities, extracurricular, study halls, support.
 - Attention to fields and playground conditions, not just buildings.
 - Ensure that the size of the student population is based on educational research vs arbitrarily small.
 - Outdoor learning spaces
 - Resurface the blacktop with areas of schools with collaborative discussion of lines, shapes, numbers, courts, etc being redone.
 - Shade structures / outdoor classroom facilities

- Traffic flow and safe drop-off / pick-up lanes weather structures for students to wait for pick-up (in rain, sun).
- Smart storage for classrooms, utilize space for needs
- Sustainability
 - Green campuses
 - The city has made some bold goals regarding conserving energy and water due to climate change. I'd like our schools to do likewise.
 - Indoor environmental quality: lighting, acoustics, air quality
 - Conserve water
 - Make use of daylight
 - White roofs and stormwater management
 - For carbon footprints of most sites, the idea of building up vs out elementary schools can utilize space like the high schools by adding another story
- Implementation
 - Short-term activities vs long-term activities: identify guick-start projects
 - How do we improve existing buildings / what new facility can be added = need a deep analysis (major alterations to existing vs build new).
- Community
 - Build facilities that support community activities
 - Safe, warm, inviting space for parents (English learners) = parent room. The MPR is too big and the Library is too busy for this activity.
 - Space for parents (inviting, welcome space)
 - Inviting to parents who don't typically attend school functions, meetings, etc. Increase the parent engagement.
 - Community Meeting room/area for PTA meetings, community outreach areas, with tech and comfortable furniture.
 - Think about the needs of the kids we currently have and the kids we will have in the future.
- Group 3 0
 - General
 - Clear ed specs for PUSD schools
 - Growth in the school district
 - Pull from E10 school plan
 - Partnering with outside organizations for travel during summer
 - District Office
 - More space, upgrade
 - Address improvements to facilities at the district office as well as schools
 - High schools
 - Student Center/Student Union at the high schools
 - Build smaller high schools ideally under 2,000 students
 - New small high school
 - Cafeteria/indoor seating during inclement weather at High schools
 - CTE programs and career ready •
 - Elementary schools
 - Standard enrollment expectations for elementary schools
 - Design characteristics
 - Energy friendly schools
 - MP rooms accommodate multiple activities
 - Collaborative classrooms •



FACILITY MASTER PLAN COMMITTEE MEETING #1NovemberPLEASANTON UNIFIED SCHOOL DISTRICT - FACILITIES MASTER PLANLPA PROJECT NO. 306030.10

- Ensure all classrooms have modular furniture ensuring flexible learning environments
- Address food service needs
- Maintain and upgrade existing infrastructure
- Facilities that inspire student learning
- Create a standard for elementary play areas
- Creation of 'flex' indoor spaces for non-classrooms
- Athletics
 - Amador Gym: complete rebuild
 - Gyms at AVHS, ADA, size, #1 priority by faculty: bleachers/stadium
 - High school gym replacement
 - Gyms, track, and synthetic field and main field natural turf
 - Rebuild gym at Amador to fit all students
- Performing Arts
 - Expand facilities for the arts
 - High school theaters
 - Ensure access to art facilities
 - Performing arts center at Foothill
 - Amador theater with 2nd floor and ada upgrades
- Inclusion
 - Consider the whole child arts, PE, theater, wellness
 - Special needs playgrounds
 - Restrooms and locker rooms that support all genders
- Safety
 - Video cameras and security
 - ADA improvements throughout the schools
 - Adequate parking and traffic support should be a priority
 - Additional drop-off and pick-up areas
 - Drop-off and pick-up safer
- o Group 4
 - Performing Arts
 - Foothill performing arts center
 - New band/choir/orchestra buildings at FHS
 - Legitimate performing arts at both high schools
 - Gyms/athletics
 - Updated gyms
 - Stadiums that fit student body (AVHS)
 - Lights on all outdoor fields
 - More indoor practice space
 - Long-term field planning
 - Design characteristics
 - More storage space on campus
 - Modern classrooms
 - Increase classrooms
 - Increased resources for alt. ed.
 - More collaborative spaces
 - Sustainable spaces
 - Facilities should support students to collaborate and interact during the learning process
 - State of the art classrooms
 - Outside areas for performances and activities
 - Showcase student work art galleries, etc.
 - More collaborative spaces



FACILITY MASTER PLAN COMMITTEE MEETING #1NovembPLEASANTON UNIFIED SCHOOL DISTRICT - FACILITIES MASTER PLANFLPA PROJECT NO. 306030.10F

- CTE spaces with industry standards
- Position of windows to reduce direct sunlight that limits glare on students
- Adequate space for all programs
- Outdoor stadium or stage for music, amphitheater
- Gathering areas, teacher work spaces
- Garden centers for horticulture, 4H, HS, MS
- Outdoor lighting for safety throughout campus and at outdoor gathering areas
- Safe and secure campus
- Equity and Inclusion
 - Promote best outcomes for out neediest students
 - Enough restrooms for designated staff and students
 - Equitable spaces for male and female athletes
 - Mindful of non-binary space
 - Family Resource Centers at ~1/3 to $^{1\!\!/}_4$ of schools easy access for public
 - Strong teacher participation
 - Holistic campus planning

1.05 <u>Good Work Done To-Date</u>

• Pleasanton USD has been implementing its previous master plan tied to Measure II. Andrea reviews the projects-in-progress with the status of their completion.

1.06 <u>"Defining Success" - Goal-Setting Activity</u>

- The Advisory Committee was asked for their goals in a previous meeting. Jim reviews the outcomes of that discussion:
 - The Facilities Master Plan will be a success if it...
 - Looks beyond basic needs and pushes the envelope.
 - Builds community support and excitement through visionary, high performance learning environments.
 - Aligns with current and potential funding.
 - Aids in future decision-making.
 - Acknowledges the City's Housing Element update.
 - Takes a holistic approach to school sites: enrollment projections, program needs, facility conditions.
 - Extracts information from the educators and stakeholder groups to produce 'exciting' spaces that better serve the educational program needs.
- Jim then asks the same question to the members of the FMPC, gaining the following responses:
 - Strong support from this group which spreads organically through the community to get another bond measure approved to do the work we set out to do.
 - Creating a document that PUSD feels is inclusive and got great community input throughout the process.
 - Making good use of smaller task-oriented committees, do more if there are smaller task groups. Establish a strong communication process.
 - CTE and Arts facilities converge, clear priorities that coalesce well.
 - End up with a plan that the community is excited about and that families get behind to support a bond.
 - \circ ~ When we meet the needs of the whole student academically, socially, culturally.
 - Identify the reasonable scope to build that can satisfy the community and save money.
 - \circ $\;$ Having all stakeholders/community input and meet their needs.
 - Reflective of a shared vision that the community will embrace and walk forward together.





FACILITY MASTER PLAN COMMITTEE MEETING #1NPLEASANTON UNIFIED SCHOOL DISTRICT - FACILITIES MASTER PLANLPA PROJECT NO. 306030.10

- How well do we synthesize the data and do the deep analysis to come up with a plan that meets the needs of the stakeholders.
- Devising a plan that supports current and future needs of the community.
- Feasible to implement and has broad community support beyond school communities.
- All aspects support the needs of teachers and neediest students.
- Dynamic plan that meets needs of all stakeholders community, students, that are here now and coming later.
- People got excited about it.
- An environment that is attractive, fully functional, supports the sites in being collaborative and creative, is reflective of the input from all partners.
- Inspiring enthusiastic investment even by voters who do not have children in the district.
- Broad outreach to as many stakeholders as possible community, students, staff, educators. When scope is created, there is an excitement level to the level of 'sizzle' that gets people excited. Community support is most important.
- \circ $\;$ Students see their passions reflected in the plan; implementable.
- Supported by all stakeholders ability in making this a reality, it's a roadmap, we won't get everything we want now build development for future support.
- Implementing, making sure stakeholders are listened to, and get things completed

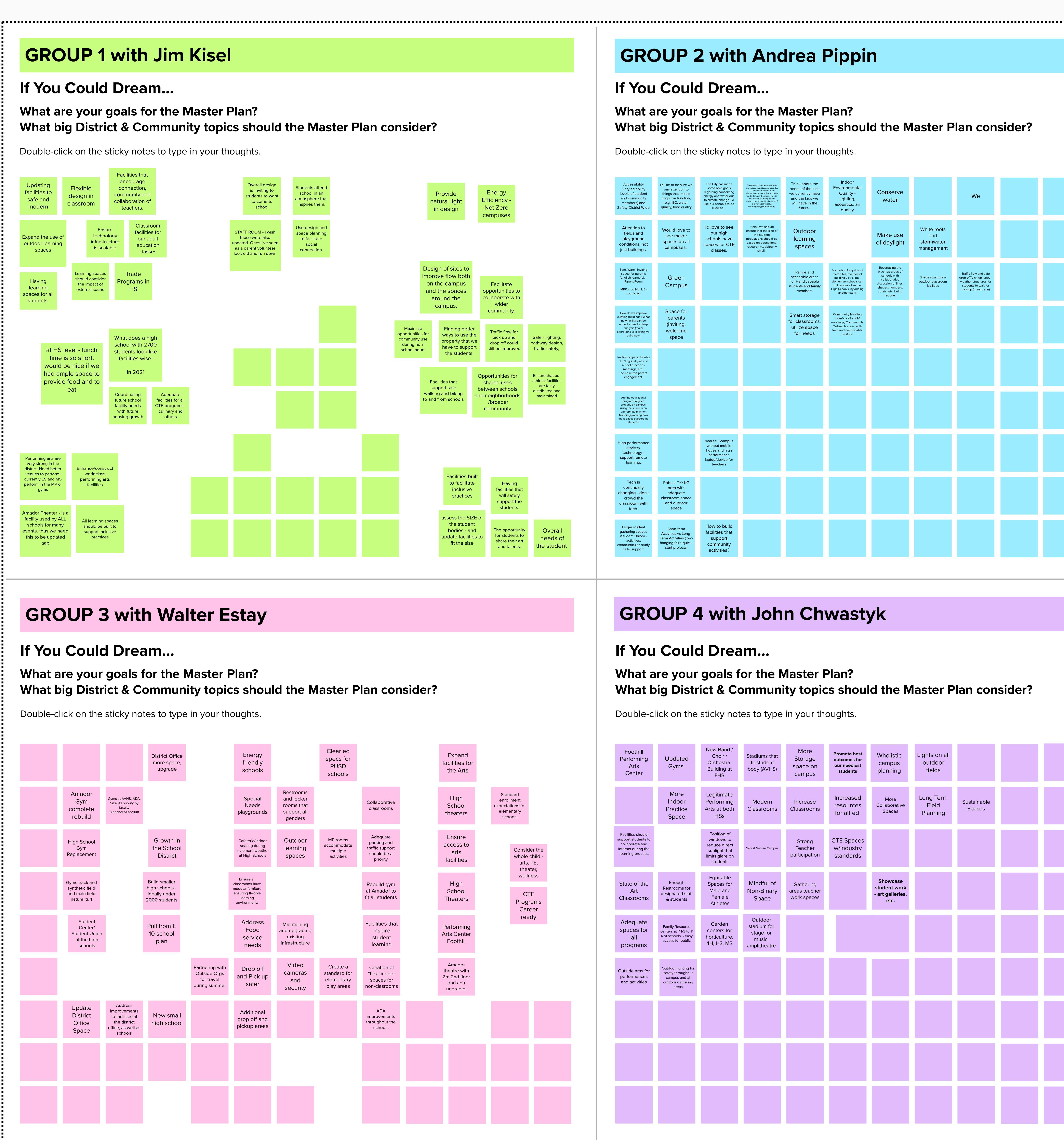
 not just talk.
- Consensus on needs and projects, agree to a prioritized timeline.
- Completing these projects would instill pride back into the schools.
- Every input might not be materialized, but whatever they agree on should be accomplished and as inclusive as possible.
- Landing somewhere between feasible and inspiring.
- Utilize the space on the campuses to meet all needs for stakeholders. Pay attention to the details – especially those from students and teachers as they will utilize them daily – and welcoming facilities that represent the needs of the community – collaborative association between the community. Welcoming.
- Provide guidance for each facility to help community understand how facility meets the needs for students.
- Aesthetically pleasing, reflective of mission statement: 'making the world a better place' with access for all.
- Implement a plan that supports a thriving campus community.
- Meets the needs of current students and staff, community support, within funding.
- Incorporate needs of students, teachers, admin people on-site and having a wellrounded, overall plan of inclusivity for everyone.
 - Student representation at the FMPC level?
 - Multi-layered approach with many opportunities for student input.
 - Get message out early and accurate as much accuracy as possible to help the bond pass.
- So comprehensive that they say 'they thought of everything!' Schools made safer (offices where visitors have to be buzzed in).
- Reflect the best interests of students and community that the community can get behind. Student input! If students can get excited about it, that would be a success.
- \circ $\,$ Be a continuation of the I1 bond, taking the baton to support efforts going forward.
- Meet each schools particular needs.
- Inviting for all, accessible for all, an exciting place for people to be. Safe, successful, accessible, inviting.
- Achievement that nothing gets 'axed', rebuild a broken trust; solid and achievable to rebuild trust for a bond measure (Amador Gym).
- The kind of plan that can be successfully/effectively/succinctly communicated.



- These projects have to be built because of full buy-in from the community defined, transparent, costs and why.
- Inclusive of all people sexuality, ability, background; sustainability and energyefficiency.
- If we want the community to be excited bring the schools together <u>first</u> to be the ones carrying the exciting message.
- That we consider universal design in every project so that we maximize inclusion for every student.
- We also need a plan that the school Board supports. Projects fell off the last plan during a school Board meeting before the bond was placed on the ballot.

1.07 <u>Next Steps</u>

1.5 hours



Pleasanton Unified School District | Facilities Master Plan Committee Mtg #1

The City has made some bold goals regarding conserving energy and water due to climate change. I'd like our schools to do likewise.	Design with the idea that these are spaces that students spend A LOT of time in. What are the elements of a space that will help students have their basic needs met as well as being able to support the educational needs of a diverse (physically, neurologically) student body.	Think about the needs of the kids we currently have and the kids we will have in the future.	Indoor Environmental Quality - lighting, acoustics, air quality	Conserve water		We	
I'd love to see our high schools have spaces for CTE classes.	I think we should ensure that the size of the student populations should be based on educational research vs. abitrarily small.	Outdoor learning spaces		Make use of daylight	White roofs and stormwater management		
		Ramps and accessible areas for Handicapable students and family members	For carbon footprints of most sites, the idea of building up vs. out - elementary schools can utilize space like the High Schools, by adding another story.	Resurfacing the blacktop areas of schools with collaborative discussion of lines, shapes, numbers, courts, etc. being redone.	Shade structures/ outdoor classroom facilities	Traffic flow and safe drop-off/pick-up lanes - weather structures for students to wait for pick-up (in rain, sun)	
		Smart storage for classrooms, utilize space for needs	Community Meeting room/area for PTA meetings, Communnity Outreach areas, with tech and comfortable furniture.				
beautiful campus without mobile house and high performance laptop/device for teachers							
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