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60 South Market, Suite 1250, San Jose, California 95113

Pleasanton Unified School District



FACILITIES MASTER PLAN

PLEASANTON UNIFIED SCHOOL DISTRICT

LPA JOB NO. 306030.10

Date: January 19, 2022

Time: 5:00pm – 6:30pm

Place: Zoom Video Conference Call

FACILITY MASTER PLAN COMMITTEE MEETING MINUTES | MEETING #2

Attendees:

Dave Haglund, Superintendent
Eric Van Pelt, Bond Program Manager
Ahmad Scheikholeslami, Assistant Superintendent of Business Services
John Chwastyk, Director of Facilities and Construction
Aditi K, Student at Amador Valley HS
Adrienne Herz, Staff Member at Donlon ES
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
Derek Perez, Booster President at Foothill 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
Ken Goeken, Director of Special Education
Laura Peters, Executive Secretary
Michael Doyle, Art Teacher at Amador Valley HS
Michelle VerKuilen, APT President
Mikail Mirza, Student at Amador Valley HS
Mike O'Brien, Principal at Vintage Hills ES
Mike Tassano, Traffic Engineer with the City of Pleasanton
Mirjam Dijkxhoorn, PTA President at Vintage Hills ES
Caroline Fields, Principal at Hart MS
Connor Lam, Student at Harvest Park MS
Nicole Langer, Teacher at Hart MS
Nimarta Grewall, Director of Secondary Education
Paul Stewart, PE Teacher at Herst ES
Rachel Mercado, Administrative Assistant of Business Services
Rameshu Immadi, Community Member
Rosa Torre, District Parent Liaison
Officer Ryan Tujague, Police Officer with the City of Pleasanton
Sebastian Bull, Principal at Foothill HS
Shay Galletti, Director of Elementary Education



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

2.01 FMP Meeting Agenda & Schedule Overview

- Walter Estay reviews the FMPC agendas.

2.02 FMPC Guiding Principles

- Jim Kisel outlines past and present guiding principles of the FMP process. He also defines common themes of a successful FMP.
- Jim Kisel introduces a small group activity that asks participants to prioritize the guiding principals and common themes. Participants are also encouraged to add notes, comments, or additional priorities to their list.
- After the activity, groups reconvened and a representative from each group shared a summary of the discussion:
 - **Group 1**
 - Strong emphasis on meeting the needs of the whole student as well as promoting the best outcomes by supporting the needs of teachers and students.
 - Aesthetics of new facilities and modernization/renovation/replacements.
 - Fiscal responsibility, realistic goal setting is crucial.
 - CTE/arts/athletics important for holistic education.
 - Inclusivity and equitable engagement by listening to users and stakeholders.
 - Standardization across district to ensure equity of facilities.
 - Meet all ADA requirements.
 - Developing opportunities for shared space with community.
 - Anticipate and plan for the future needs of the district/students.
 - **Group 2**
 - Safety and security, including against active school shooters/threats, are top priorities.
 - Learning environments should be up to date and meet the evolving needs of students.
 - Inclusive and equitable engagement with the school community during the process.
 - **Group 3**
 - 21st century learning environment is the broadest goal that should be used as a jumping-off point.
 - Supporting the needs of each child is an important guiding principle.
 - Getting buy-in from community is key. This includes continual and open communication to avoid repeating past mistakes.
 - **Group 4**
 - Meeting the needs of the whole student is the top priority. This includes academically, socially, and culturally. It also includes ensuring the safety and security of students.
 - College preparation is important at high school sites. CTE, athletics, arts help prepare students for higher education.
 - Instill school/community pride in schools. This can be aided by having an inclusive and equitable engagement process.
 - Facilities should be equitable and inclusive for differently-abled users.
 - Energy and water efficiency are important for the sustainability of the school and of natural resources.



- Comprehensive planning that looks beyond basic needs and anticipates future needs and projects
- **Group 5**
 - Student-centered: all efforts need to support all students, as well as staff.
 - Trust and communication: trust is vital for the progress of any projects. This is trust from the community, users, and stakeholders. Pride in the schools is also built through trust and communication.
 - Modernization & 21st century: Learning environments should be modern and be able to meet the changing needs of students and teachers. This includes supporting various student career paths that may or may not include higher education.
 - Beyond basic needs: The planning and design process should be holistic and look toward the future.
- Jim Kisel summarizes the activity and explains that it will help the board in future decision making.

2.03 Program Thought-Starters and Focus Group Needs

- Andrea Pippin reviews information gathered during the Focus Group meetings with the District's departmental leaders.
 - Desire for additional 'exploration labs' at elementary sites. These can occupy unused or underused parts of campuses.
 - Emphasis on growing new programs, such as culinary or technology.
 - Embracing collaboration.
 - Equity across campuses means that any student could use any campus at any time and have the same quality of learning.
 - Student support, counseling, sensory spaces, etc. should be available for students.
 - How to best build in and program for flexible spaces? There is a need for flex spaces/classrooms that can easily adapt to changing needs, programs, and technology.
 - Sizing of MPR's – combination of use, capacity, and future needs.
 - Opportunities to take advantage of adjacencies between certain programs and spaces to enhance learning.
 - Adult education programs on campuses.
 - Representation of various cultures and abilities.
 - Wellness centers at all levels.

2.04 Stakeholder Engagement Findings: Principal Surveys & Interviews

- Andrea Pippin reviews information gathered from Principal surveys and interviews. For the sake of time, only Middle and High schools are reviewed however all sites are included in the accompanying presentation.
 - Shade structures for dining/PE was a top priority for many elementary/middle school sites, as were playfields/playgrounds/hardcourts.
 - Gyms, performance spaces, and ADA accessibility were among the top priorities for high school sites.

2.05 School Sites Charrette Activity

- Andrea reviews the activity which focuses on the Middle and Comprehensive High School sites. After a brief introduction of the Mural interactive software and activity parameters, the FMPC breaks into five groups.
- Andrea answers questions about how to incorporate past needs that may have gone unmet in the past. Andrea explains that past master plans are referenced, and any unmet needs are reevaluated and may be incorporated into the new master plan.
- Jim comments on the need to understand the implications of universal TK, and how it may impact individual sites and the larger master plan.

- After the activity, groups reconvened and a representative from each group shared a summary of the discussion:
 - **Group 1 - Hart MS**
 - Gym and MPR – would like to expand spaces to accommodate more of student body.
 - Currently not enough classroom capacity and it has created scheduling conflicts when multiple groups want/need to use a space.
 - Would like more clearly defined campus entry to welcome students.
 - Improve outdoor lighting on site, including field. This helps with safety/security and allows for extended use of campus.
 - Wellness center.
 - Shade structure at eating area.
 - **Group 2 - Harvest Park MS**
 - Music and drama rooms are not adequately sized.
 - Need new/additional classrooms.
 - Track should be upgraded to better support the athletic program.
 - Needs more secure entry at admin.
 - Library and gym need to be maintained.
 - **Group 3 - Pleasanton MS**
 - Redoing the track/field is a priority as it has been poorly maintained and may be hazardous for students.
 - Condemned building near track needs to be dealt with.
 - Hardcourt/tennis area needs to be repaved/restriped. Would benefit from additional site lighting that can extend after hours use and events.
 - Storage adjacent to hardcourts would be useful.
 - Former obstacle course area is currently unused.
 - Lacking a covered or shaded outdoor area for students waiting during pick-up/drop-off.
 - Former site for portables is empty, could be used for a greenhouse or garden.
 - One way entrance and traffic flow in rear is not ideal.
 - Underutilized bus loading zone at front of campus.
 - Crosswalk between Pleasanton MS and adjacent school would improve student safety.
 - Sidewalk access along Case Ave. too narrow for bikes and pedestrians.
 - **Group 4 - Amador Valley HS**
 - Wellness center would aid students greatly.
 - Students like the Q building and it is in great condition.
 - Congestion of pedestrians and cars at the end of the day.
 - Walkway between Q/portables and rest of campus should be upsized to alleviate congestion during passing periods.
 - Small gym needs to be renovated.
 - Lockers in locker room are not adequately sized.
 - Need to improve student access to restrooms.
 - Not enough places for students to eat during lunch.
 - Lunch lines are extremely long.
 - Orchestra room does not have enough space for students and instruments.
 - Need more shaded areas on campus.
 - Landscaping is not adequately maintained.
 - **Group 5 - Foothill HS**
 - ADA issues at portables.
 - Track and fields need improvement.
 - Campus does not have hardcourts.
 - Expanding photography program needs additional space.



- Lack of PAC limits the performing arts program. Could help to engage community, increase revenue, and support arts program.
- Parking lot lighting needs to be improved.
- Music building is not large enough, not enough storage.

2.06 Next Steps

- Walter reviews the next FMPC meeting agenda which is also a Town Hall meeting. In this meeting, LPA will review the Draft Master Plan Diagrams. Intended participants at this Town Hall meeting are Principals, School Site Committees and FMPC members. This is also an open meeting where any member of the school sites and City of Pleasanton community is welcomed to attend.
- The next meeting will be on March 9, 2022.

1.5 hours