

The background image is a low-angle shot of the Cupertino High School building. The building has a modern design with large glass windows and a prominent sign that reads "MAIN St" and "CUPERTINO" in large, orange, 3D letters. A tall palm tree is on the left, and a black lamppost is in the foreground. The sky is blue with some clouds.

MAIN St
CUPERTINO

Cupertino Union School District

Facilities Master Plan Committee

Meeting 01 | October 15, 2019

Introductions + Committee Welcome	5 minutes
FMP Team + Process Overview	15 minutes
“If You Could Dream” Goal-Setting Activity	45 minutes
Principal Surveys + Preliminary Needs Assessment Findings	20 minutes
Defining Success Roundtable Discussion	30 minutes
Next Steps + Open Discussion	5 minutes

facilities master plan committee (fmpc)

Purpose:

To develop broad visioning concepts, review and provide input on the development of the site master plans, and inform the proposed prioritization of projects. Members of this committee also function as communication ambassadors to their representative stakeholder groups.



Jim Kisel
Principal
Director of School Planning
Architecture



Walter Estay
Project Manager
Architecture



Matt Anderson
Program Manager
EMG
Facilities Assessment



Andrea Pippin
Educational Facilities Planner
Architecture

Why did you join the FMP Committee?

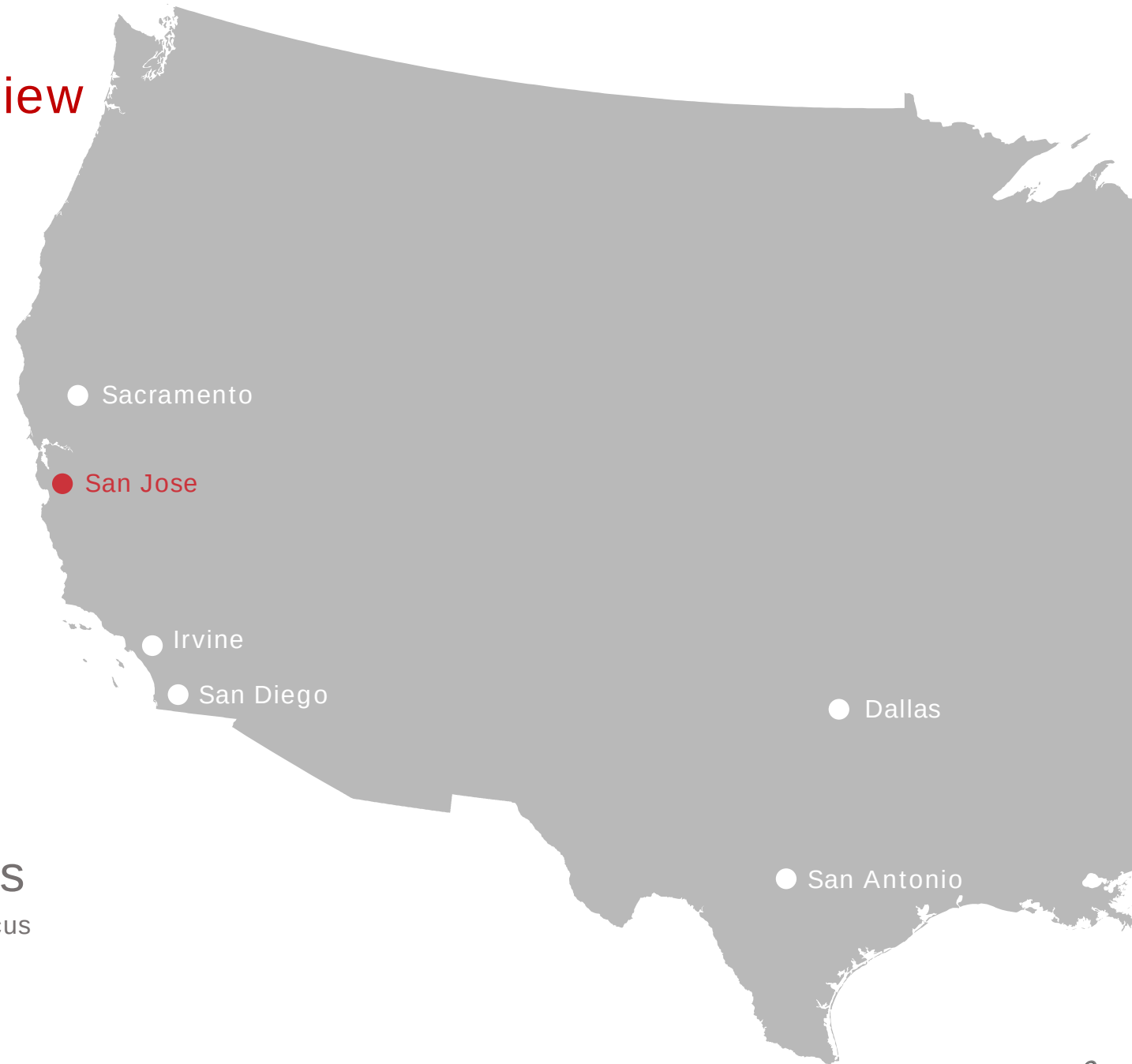
53 years in business

425+ employees

125 staff dedicated to education

120+ sustainable projects

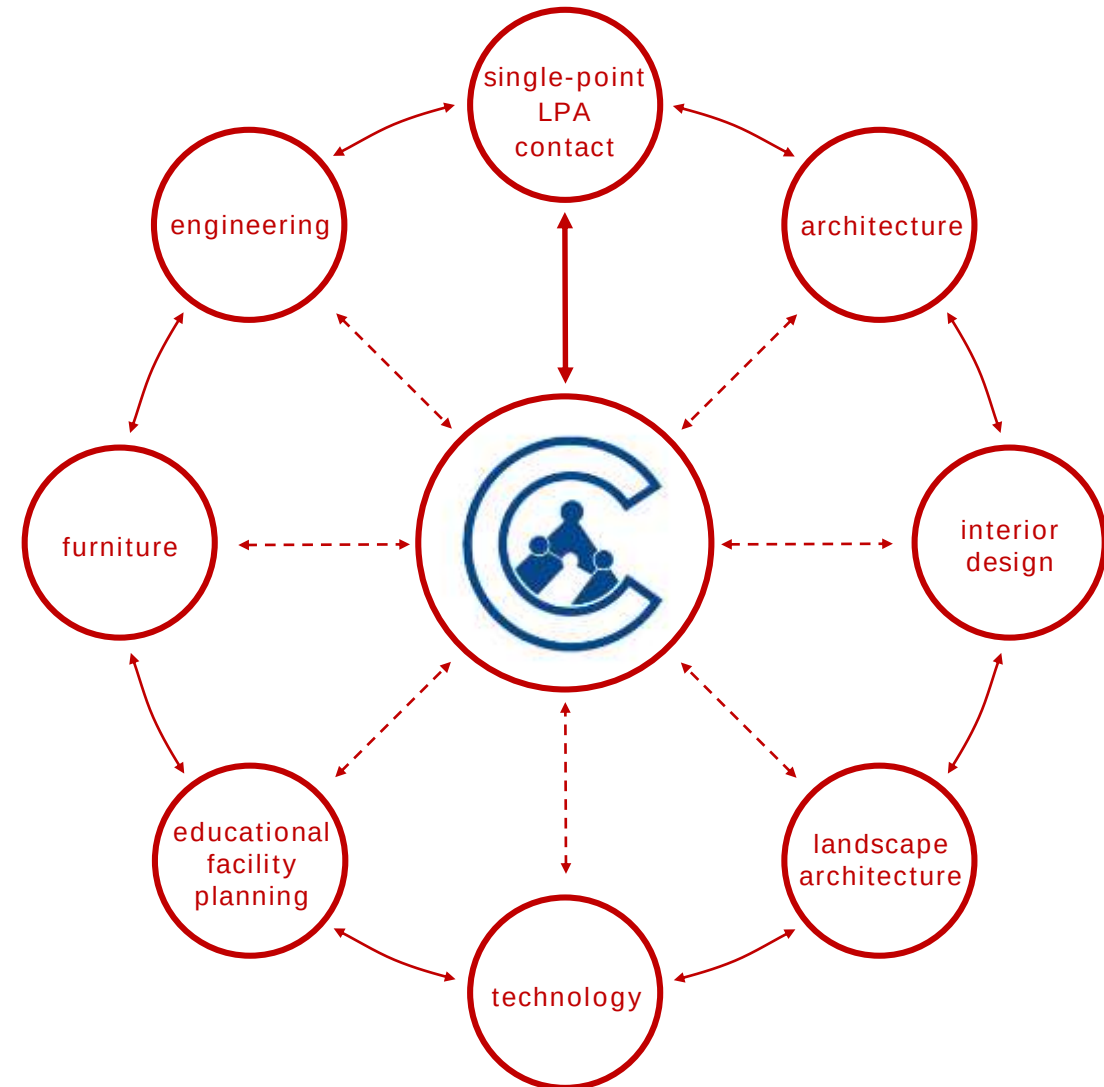
energy & water use, user experience, health + wellness focus



client-inclusive and stakeholder driven

a holistic approach to problem solving that places the client and students at the center fostering participation and direct interaction with the multidisciplinary team of specialists

- FMP is first step in facilities improvement process
- recommended every 3-5 years by CDE and to apply for state funding
- important to engage District and local community stakeholders
- data driven decision making
- sustainable focus facilitates good stewardship
- development of high performance learning environments
- building upon Cupertino Union School District's mission and strategic vision





FMP Process Overview



approach | process

Cupertino USD Mission Statement

‘The mission of the Cupertino Union School District is to provide a child-centered environment that cultivates character, fosters academic excellence, and embraces diversity. District families, communities, and staff join as partners to develop creative, exemplary learners with the skills and enthusiasm to contribute to a constantly changing global society.’

Strategic Plan

Meaningful. Challenging. Inspiring.



Our Beliefs	➤ All children will progress, learn and thrive when provided engaging learning experiences and environments. ➤ One size does not fit all - students learn at different paces and in different ways. ➤ Academics are a portion of what matters to a child's success in school and in life. ➤ When families, communities and schools work together, students are more successful and the entire community benefits.	Our Commitments	Provide Meaningful, Creative, and Innovative Curriculum and Instruction that supports student engagement and deepens student learning experiences. Design Dynamic Learning Environments to meet the needs of all students while challenging each to develop existing skills, interests and understandings, as well as building new ones. Attract, retain and support high quality staff who are seen as leaders and learners empowered to inspire our students. Engage Family and Community as partners to actively support and improve the academic achievement, social and behavioral development, and health of our students. Ensure District Communication systems are in place in order to connect our schools to our families and community, celebrate the successes of our students, staff and alumni while attracting and welcoming new families to the District. Develop and maintain a District culture and infrastructure that ensures fiscal responsibility and places highest value on student learning.
	Our Focus		➤ We will prepare students for future success—in high school, college, career, and in life—in this rapidly changing world. ➤ We will provide personalized and challenging learning experiences, designed to help each child stretch towards his/her "just right" next learning step. ➤ We will develop the whole child - social, emotional, intellectual, mental and physical wellbeing. ➤ We will support student success and family engagement by building partnerships with parents, community organizations through CUSD25
What Guides Teaching and Learning in CUSD			
Relevant & Rigorous Instruction		Personalized Learning	Whole Child
Foundations for Success Students learn and apply foundational skills within and across multiple content areas to support deeper learning and reach mastery.		Student Ownership of Learning Student voice is valued and learners are supported and empowered to pursue passions and improve by setting goals, seeking out mentors, providing input on learning objectives and reflecting on learning to identify next steps.	All Around Wellness Programs and practices are designed to help students thrive socially, emotionally, psychologically, intellectually and in physical fitness. Students learn to be self-aware and seek balance as healthy, joyful learners.
Habits of Mind and Leadership Students seek out challenges and are provided with leadership opportunities. Students come to embrace failure/setbacks and utilize these as opportunities to grow. Tiers of support are in place to support each child's journey, academically and socially-emotionally.		Flexible Pace and Pathways Each learner is unique. Instruction is adapted to meet learning needs and styles to ensure each child makes learner-driven choices. Instruction is on his/her "edge" and builds intrinsic motivation.	Creativity Learners experience broad student-driven opportunities, including designing and tinkering, to learn, enjoy and practice creativity, expression and the arts.
Critical Thinking and Communication Students practice thinking critically, communicating and collaborating to identify, research, analyze and design solutions for complex problems.		Data-Driven Planning and Instruction Teaching is responsive to student needs, drawing from assessments which include competency-based tools, self-reflection, and feedback.	Connections to School Community Each child is known, connected, and included in a network of caring adults, peers and community. Students learn to be compassionate, kind friends and citizens who value the diversity of our community and world.

1 – focused master plan

- maintenance and repair driven
- proposed scopes managed to an available funding budget
- school and community expectations tempered

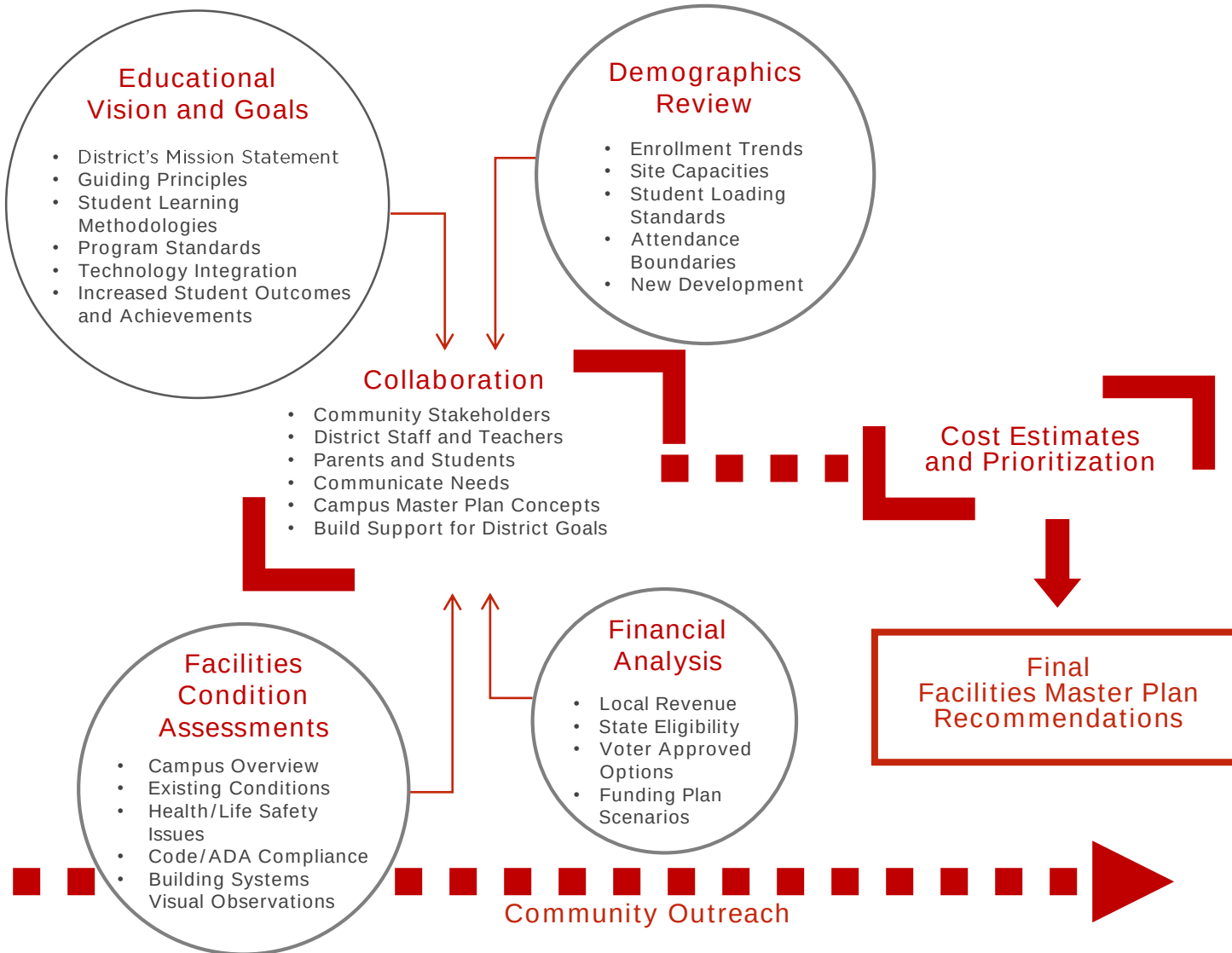
2 – comprehensive long-term vision

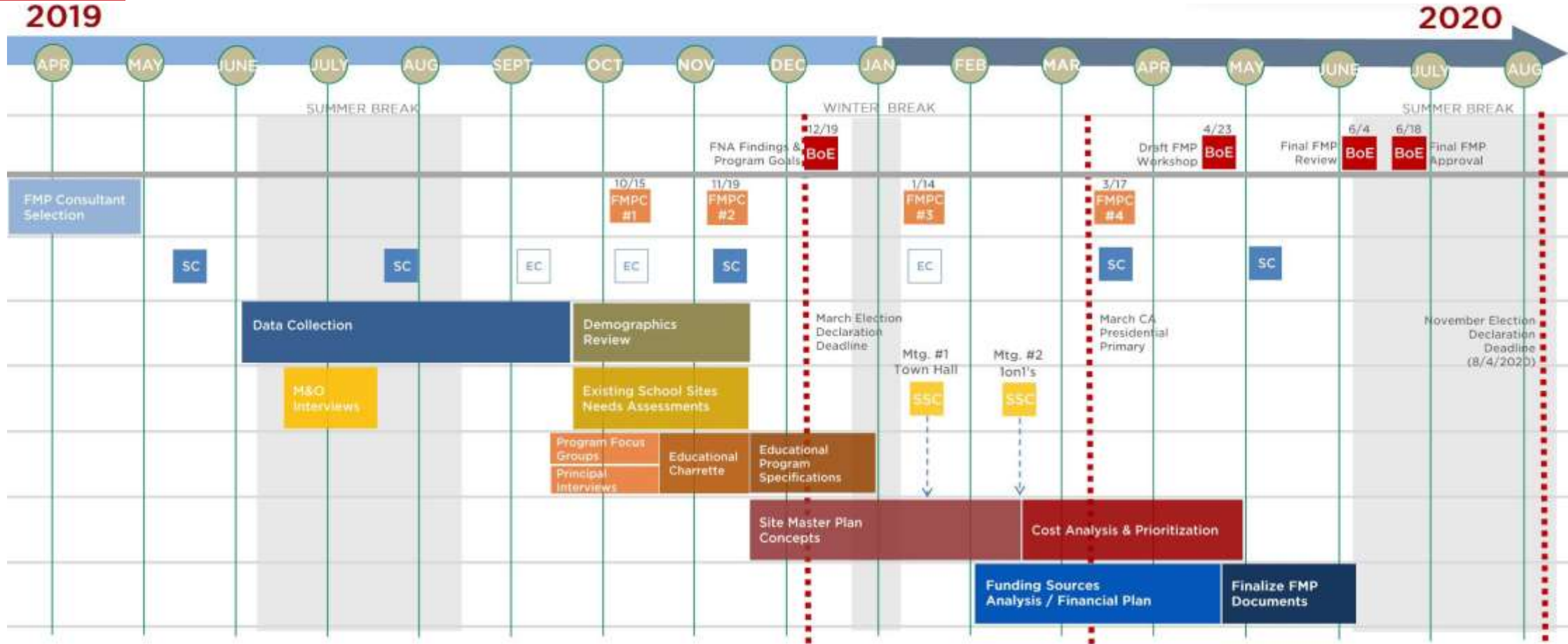
- starts with educational philosophy for how students will learn in the future
- discovers the impact of educational programs to facilities
- phased implementation approach

defining success – a “road map” to the future



FMP process organization | components





FMP Facilities Master Plan Committee SC Steering Committee EC Executive Committee BoE Cupertino USD Board of Education SSC School Site Committees KEY	Board of Education FMP Process & Findings Draft FMP Workshop Final FMP Review Final FMP Approval 4 TOTAL Meetings	Facilities Master Plan Committee (FMPC) (Meets Monthly During the FMP Planning Process) 4 TOTAL Meetings	School Site Committees (SSC) 19 Elementary Schools 1 K-8 School 5 Middle Schools 2 District Support Sites 27 SITES Total	SSC Town Hall / Mtg's Mtg. #1 - Process Overview & Draft Master Plans Mtg. #2 - 1on1 Mtg. w/ SSC's Representatives PROPOSED FMP GROUPS MEETINGS
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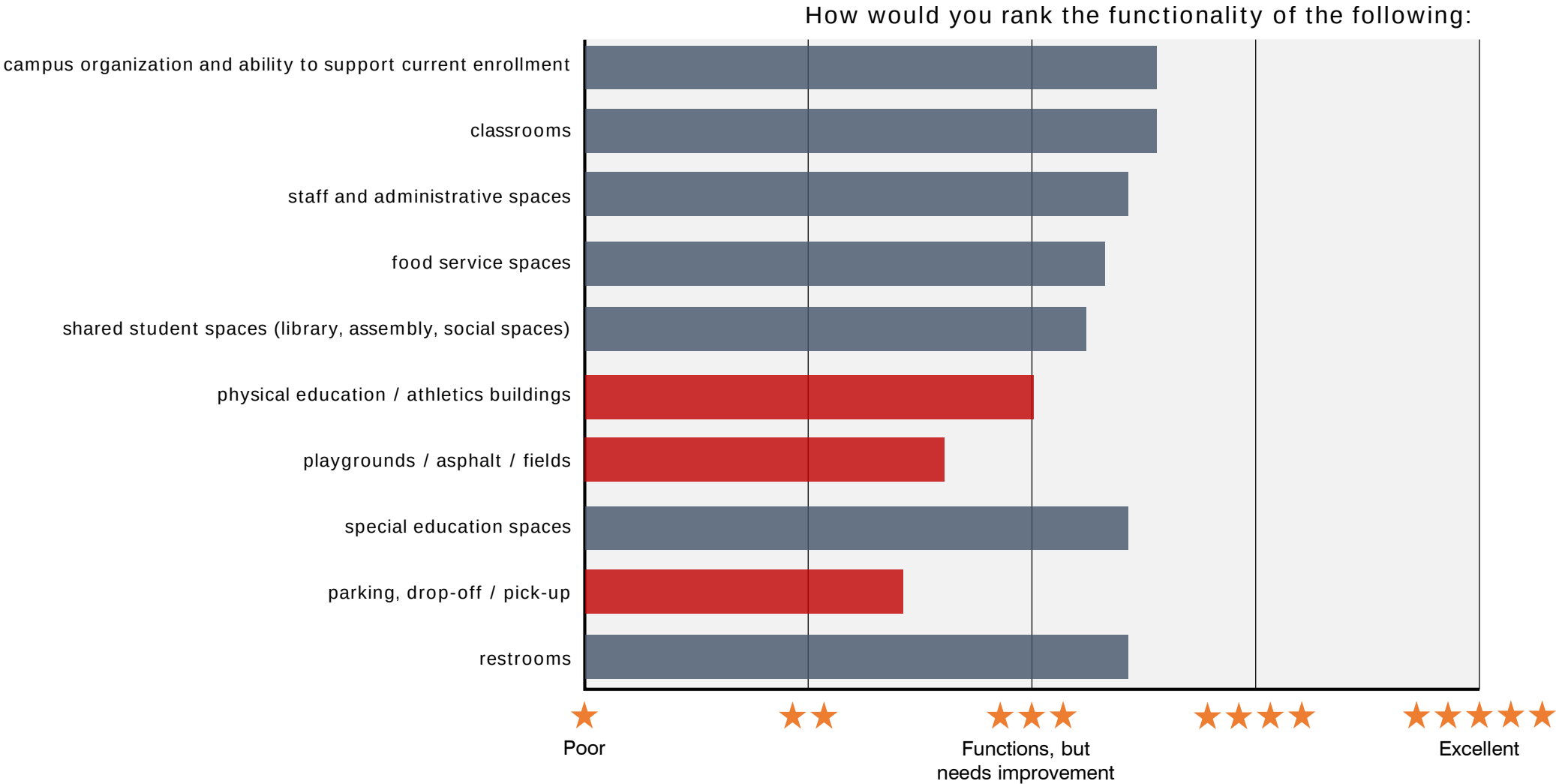
If You Could Dream...

- What Are Your Goals for the Master Plan?
- What Big District + Community Topics Should the Master Plan Consider?



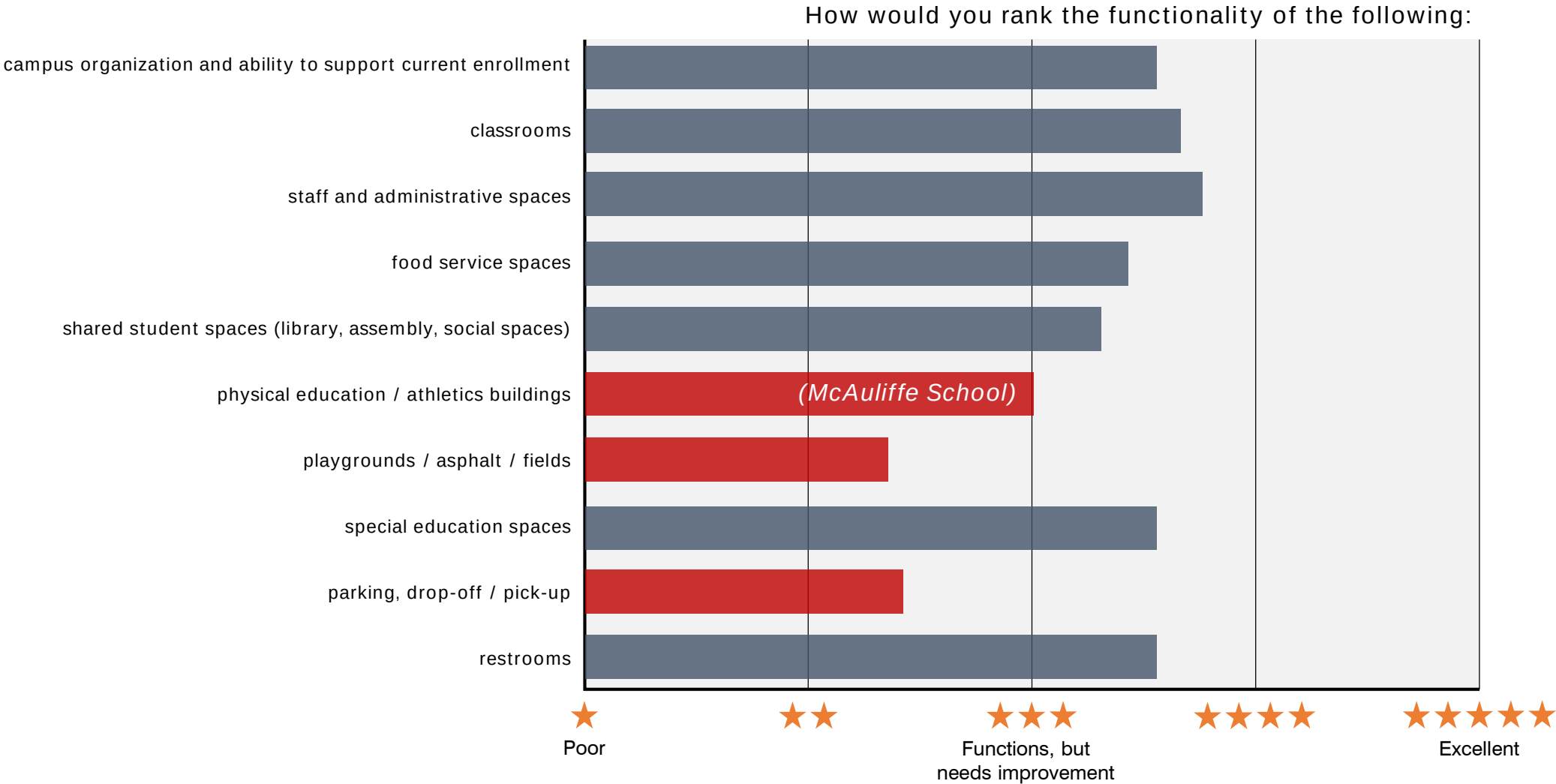


principal survey | district-wide results



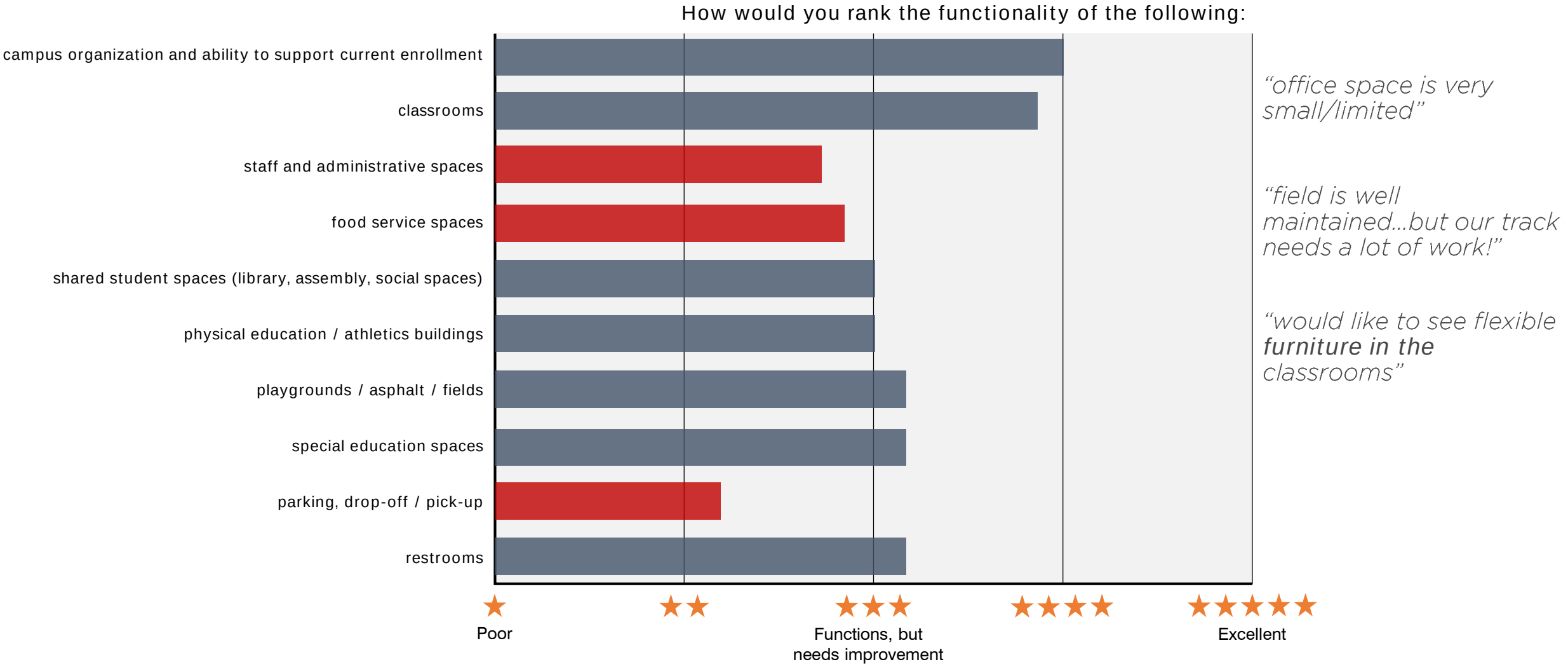


principal survey | elementary school results

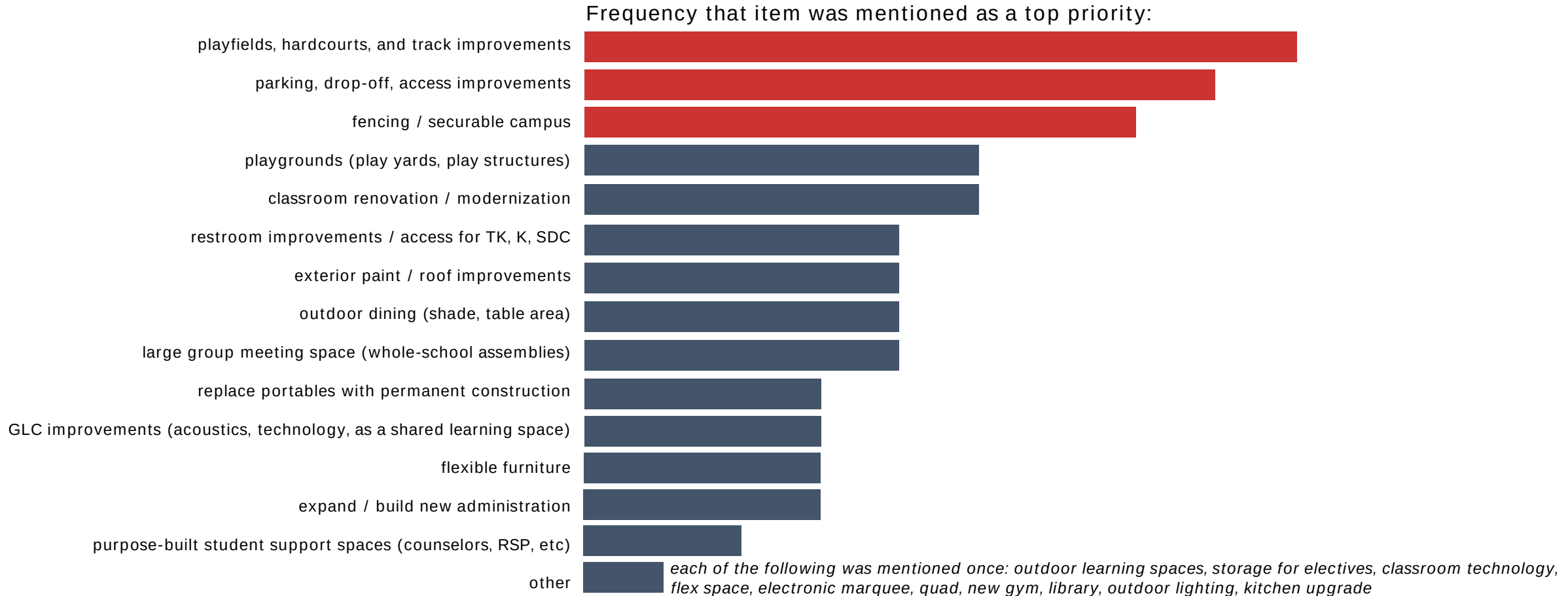




principal survey | middle school results



principal survey | principal's top priorities – district-wide





Focus Group Interviews

- maintenance, skilled maintenance
- hvac
- plumbing
- electrical
- grounds
- student nutrition
- transportation & garage
- information technology

Principal Survey and Interview

- online survey
- follow-up conversation

Site Walks

- LPA – functionality assessment
- EMG – repair- and replacement-driven assessment

facility needs assessments | good work done to-date

Measure H Projects

roof repairs

fire alarm systems upgrades

interior modernization (flooring, paint,
tackable walls, ceilings)

refurbish casework

technology refresh

new construction

accessibility upgrades

restroom upgrades

lighting upgrades

storm drain and site utility improvements

lunch shelters



facility needs assessments | common themes

CATEGORY [0]

- Garden Gate ES
- McAuliffe
- Meyerholz ES
- Muir ES
- Regnart ES
- Sedgwick ES
- Stevens Creek ES
- West Valley ES

CATEGORY [1]

- De Vargas ES
- Dilworth ES
- Eisenhower ES
- Faria ES
- Lincoln ES
- Montclair ES
- Nimitz ES
- Stocklmeir ES
- Cupertino MS
- Hyde MS
- Kennedy MS
- Lawson MS
- Miller MS

CATEGORY [2]

- Blue Hills ES
- Collins ES
- Eaton ES
- Murdock-Portal ES
- Operations Center

CATEGORY [0]

received full interior modernization

CATEGORY [1]

received limited interior modernization

CATEGORY [2]

has not received modernization



Focus Group Meetings

damaged floors, roofing at portables

hardcourts need a slurry, seal, and re-stripe at all sites

switch to rubber surfacing at all play equipment

turf field and rubberized track at all middle schools

roof assessment (2018): 40% of all district roofs need to be restored or replaced

sewer re-piping within the buildings

electrical capacity upgrades to support increasing classroom technology needs

using the Cupertino MS model, add event centers to other middle schools

food service: indoor serving areas are desired (most sites have service windows)

transportation: replace the 15 to 17 older buses

technology: increase wireless capacity; create an IP-based network for phone/clock/intercom; re-cabling + true IDF room at all sites

facility needs assessments | common themes



Expressed/Observed at Site Walk

add flexible furniture to the classrooms

want space for whole-school assemblies (indoors or covered outdoor space)

want a track at the field and renovated asphalt / hardscape

develop purpose-built spaces for student support programs (counselors, therapists), including sensory and cool-down spaces

add parking / lengthen drop-off

add restrooms for TK and Kindergarten classrooms

address sewer back-ups in a long-term solution

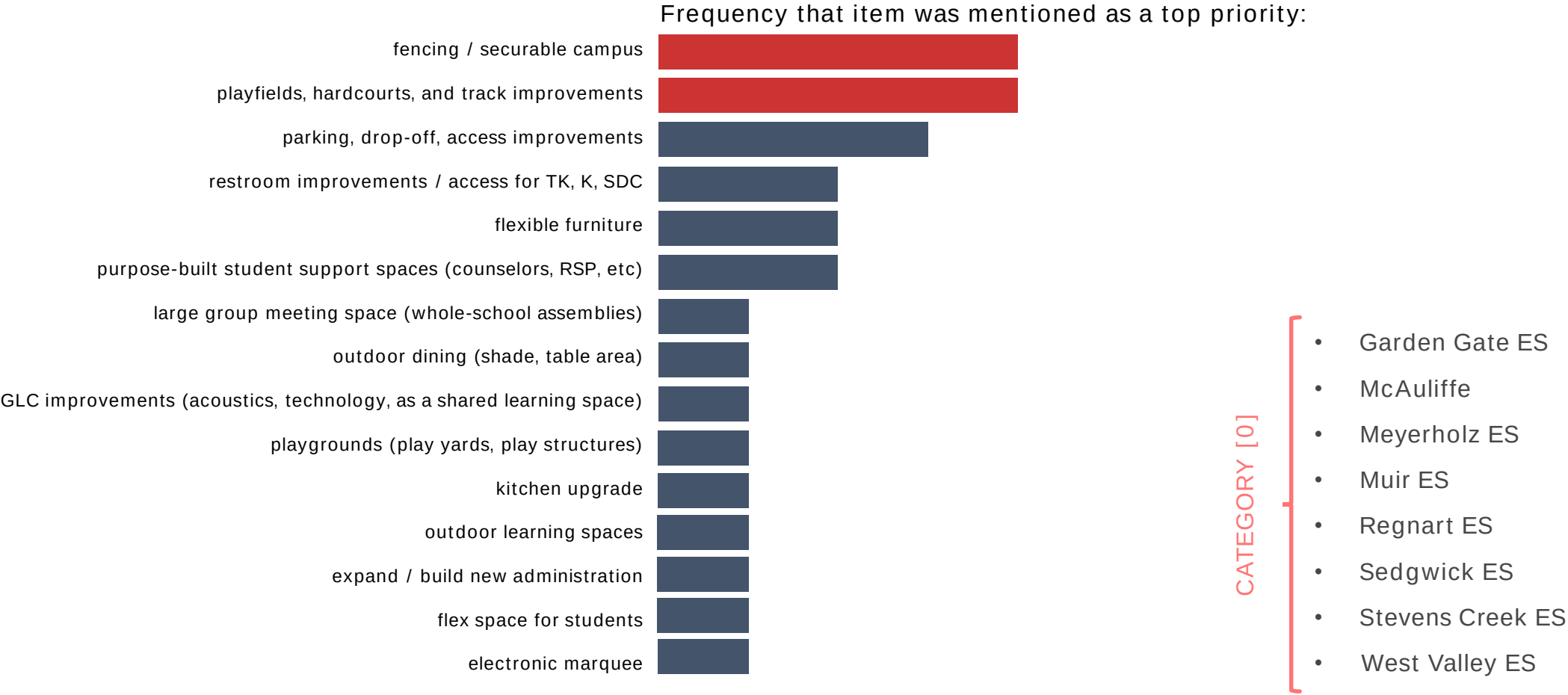
improve campus perimeter security

remove portable classrooms

finish out the technology refresh (short-throw projectors)

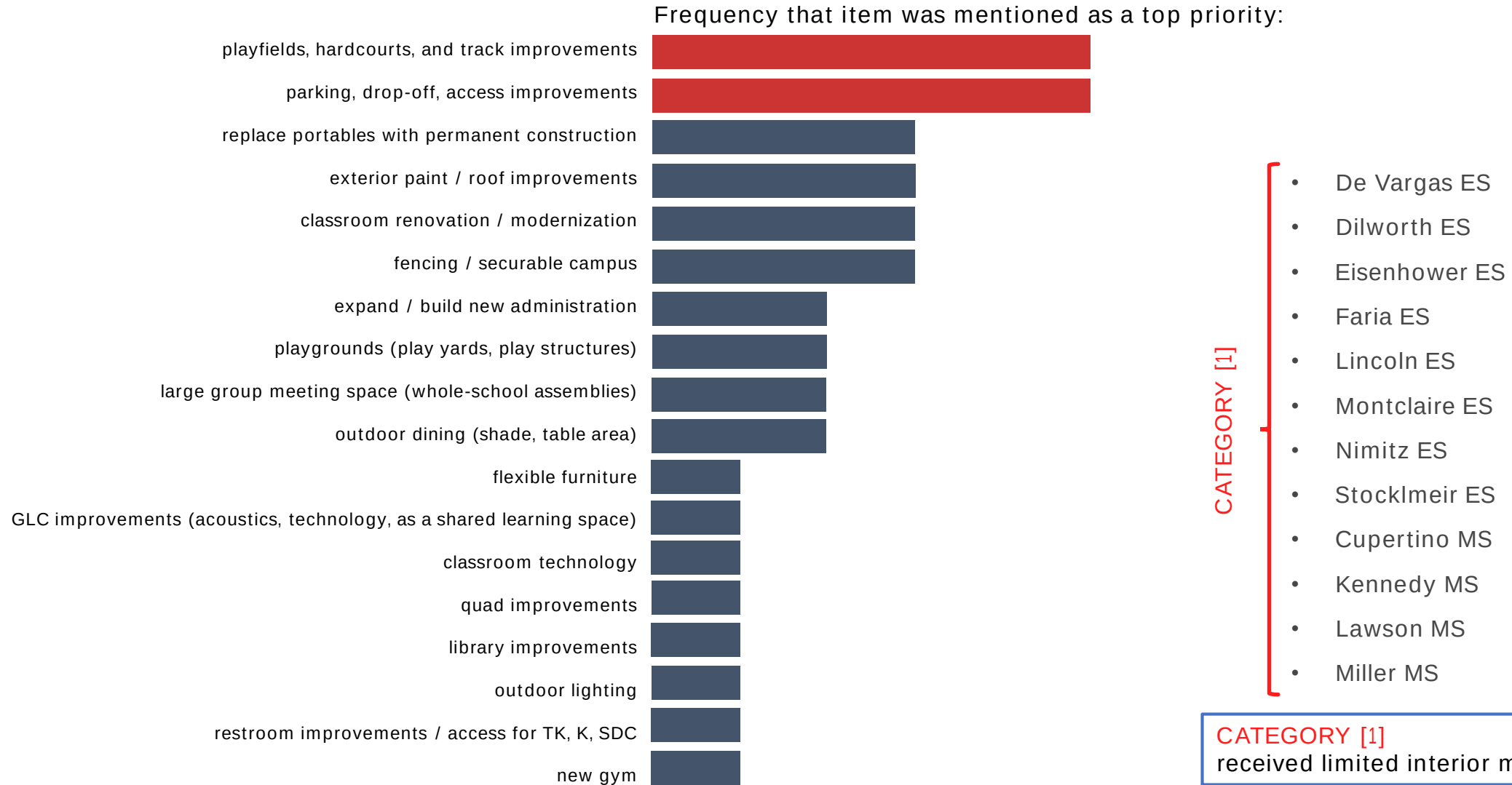


principal survey | principal's top priorities – category 0 schools

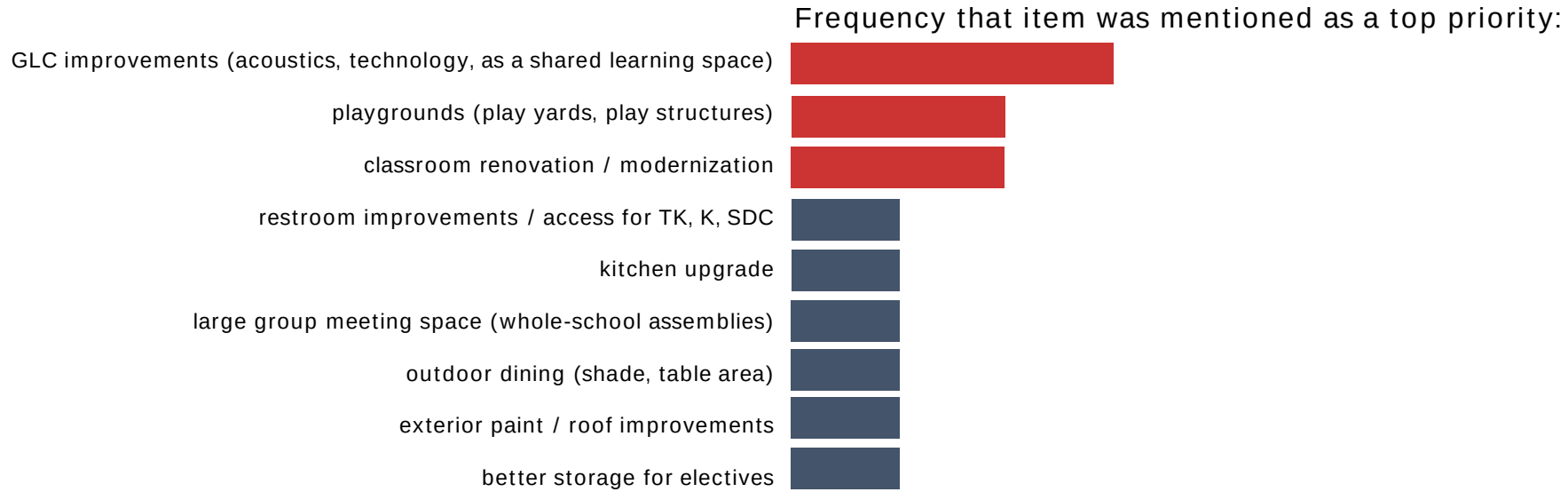


CATEGORY [0]
received full interior modernization

principal survey | principal's top priorities – category 1 schools



principal survey | principal's top priorities – category 2 schools



- CATEGORY [2]
- Blue Hills ES
 - Collins ES
 - Eaton ES
 - Murdock-Portal ES
 - Operations Center

CATEGORY [2]
has not received interior modernization

How Will You Define Success for This Master Plan?

Repair/Replace Assessment Findings

Educational Program Vision

Middle School Sites Opportunities Charrette

Next Steps + Open Discussion



FMP website coming soon!



Changing Lives by Design™