

Piedmont Unified School District

760 Magnolia Avenue • Piedmont, CA 94611 • 510.594.2600

# Piedmont Unified School District

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## MASTER PLAN

February 10, 2016

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QKA 1522.01



QUATTROCCHI KWOK  
ARCHITECTS

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## INTRODUCTION

Piedmont Unified School District (PUSD) has selected Quattrocchi Kwok Architects to create a comprehensive Facilities Master Plan for the District. The first step in this process was the creation of the Educational Specifications (Ed Spec). Education Specifications identify and standardize required facilities to meet the District's intended educational program at each type of school: Elementary Schools, Middle Schools and High Schools. Additionally, a physical facilities assessment of each site was performed to identify facility deficiencies and recommend improvements.

In the Master Planning Phase QKA worked with a Site Committee at each school. The goal is to create a long term Facilities Master Plan and identify the best way for each school to meet or exceed the educational goals at their school while addressing any physical short comings. It is important to remember that Master Planning is a comprehensive process that addresses improvements over many years.

## ACKNOWLEDGEMENTS

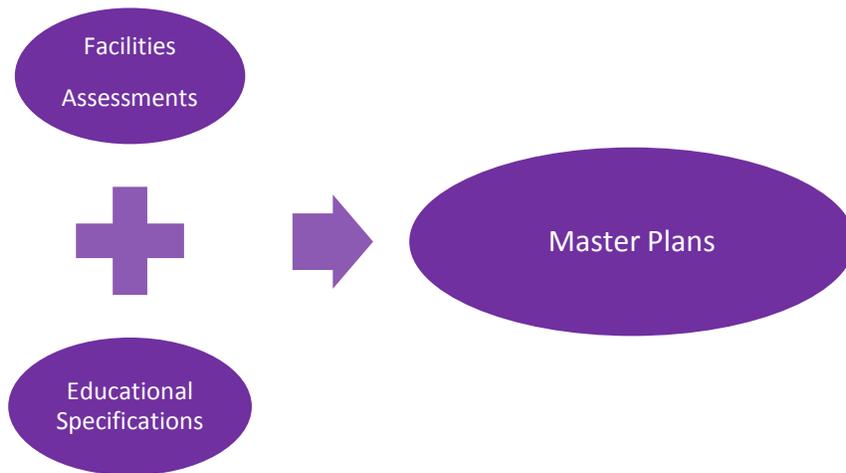
The task of developing the PUSD Maser Plan could not have been accomplished without the dedication and contributions of many members and families of the Piedmont Unified School District. . We would like to take this opportunity to thank the following people for their contribution of time, leadership, and direction.

### DISTRICT

|                    |  |
|--------------------|--|
| Randall Booker     | Superintendent   |
| Song Chin---Bendib | Superintendent/CBO   |
| Pete Palmer        | Director of Maintenance, Operations and Facilities               |
| Dr. Cheryl Wozniak | Director Curriculum & Instruction                                |
| Stephanie Griffin  | Director Instructional Technology                                |
| Michael Brady      | Director Alternative/ Adult Education                            |
| Julie Valdez       | Director Special Education “The Piedmont Unified School District |

In addition, a number of people attended the 8 public presentations that were made. We would like to take this opportunity to thank all of the participants for their time, effort, and insights.

The PUSD Master Plan blends the work of the Facility Assessment and Education Specifications into a proposed master plan for the District. The goal is to transform the district's facilities into 21<sup>st</sup> century learning environments that support the success of Piedmont's students and staff.



## BACKGROUND

Piedmont Unified School District has three elementary schools: Beach, Haven, and Wildwood. Piedmont Middle School, Piedmont High School, and Millennium High School share a common site on Magnolia Avenue with shared athletic facilities.

PUSD's last facilities improvement program was funded by Measure E in 2006. As is noted in the Facilities Assessment, while this bond resulted in comprehensive modernizations and upgrades at the three elementary schools, the older facilities at the Magnolia Avenue campuses show evidence of years of use.

In addition, the District would like to reinforce innovative educational programs that support student learning and achievement. Therefore, modernizations and new construction should provide spaces that fully accommodate the multiple approaches to curriculum evident in 21<sup>st</sup> century learning.

Demographically, the district enrollment is historically stable. While the student population at each campus can vary, there is little potential for substantial increases in housing and subsequent student population within the Piedmont area. An increase in the number of classrooms is driven by the desire to add new programs, such as preschool, or address underserved needs such as full day kindergarten.

## MASTER PLAN DEVELOPMENT

The Master Planning process for PUSD had preliminary presentations at each school site to staff, parents, and community members. Their input, along with findings from both the Facilities Assessment and Education Specifications, were then incorporated into the master plan developed for each site. Meeting notes are appended to this document. During the community meetings plan presentations formal meeting minutes were not kept; instead each presentation responded to concerns as they were raised.

### Site-specific Master Planning meetings:

|                               |                           |
|-------------------------------|---------------------------|
| Piedmont High School:         | October 26 <sup>th</sup>  |
| Piedmont Middle School:       | November 2 <sup>nd</sup>  |
| Millennium High School:       | November 5 <sup>th</sup>  |
| Havens Elementary School:     | November 12 <sup>th</sup> |
| Wildwood Elementary School:   | November 19 <sup>th</sup> |
| Beach Elementary School:      | November 30 <sup>th</sup> |
| Piedmont High/Millennium High | December 1 <sup>st</sup>  |

### Community presentations:

|                                |                           |
|--------------------------------|---------------------------|
| Special Board Meeting Workshop | December 14 <sup>th</sup> |
| Community Outreach             | January 12, 2016          |
| Community Outreach             | January 19 <sup>th</sup>  |
| Board Approval of Plan         | February 10 <sup>th</sup> |

A meeting was held with City Staff to discuss parking along Magnolia Avenue.

|                         |                           |
|-------------------------|---------------------------|
| City Planning / Parking | November 18 <sup>th</sup> |
|-------------------------|---------------------------|

Superintendent Randall Booker led several tours of the Magnolia Campus during the course of the planning as well. These allowed members of the public to see first-hand some of the issues that the Master Plan addresses - from classrooms size to the condition of the buildings.

## MASTER PLAN GOALS

The master planning process for the Piedmont Unified High School District has been framed by the following goals:

- Facilities provide spaces that support the educational programs and goals of the District for academic excellence. This includes
  - Accommodating the methodologies of Common Core instruction;
  - Allowing for experiential and differentiated learning environments;
  - Developing Science, Technology, Arts and Math (STEAM) curriculum and spaces;
  - Providing full day kindergarten at elementary schools;
  - Supporting and enhancing outdoor education.
- The school site has the appropriate features to support community use.
- The school provides a safe and secure school environment in educationally appropriate and comfortable classrooms.
- The school meets current codes and regulations, including requirements for accessibility, fire-life-safety and structural safety.
- Future improvements address maintenance upgrades and sustainability issues, such as energy use, day lighting and better building envelopes.

### EDUCATIONAL PROGRAM

- Provide sufficient classrooms:
  - HS Add 2 CRs & 1 Science Lab
  - MS Add 3 CRs
  - ES Full Day Kindergarten
- Replace, enlarge, or compensate for existing undersized classrooms
- Support project based learning
- Provide a variety of student presentation spaces
- Alan Harvey Theater replaced to meet both educational and performance needs
- Enhance and continue to support school gardens

### FACILITIES

- Enhance the entry and identity of each school
- Improve all teaching spaces to meet education specification and facility assessment needs
- Improved classroom comfort
- Improve outdoor student gathering areas
- Avoid the need for interim housing

## SECURITY

- Provide administrative oversight of entry
- Secure campus perimeter to control access

## IMPLEMENTING THE MASTER PLAN

The Facilities Master Plan is a planning guide for facilities work now and in the future, rather than a short-term action plan. It is intended to help the District set priorities for improvements in identifying issues that should be addressed. The preliminary estimate developed by the District is intended as a guide as well.

An Implementation Plan must now be developed by the PUSD Board which balances priorities in phasing, funding, and educational goals.

**APPENDIX- Meeting Minutes**



QUATTROCCHI KWOK  
ARCHITECTS

October 26, 2015

## Piedmont Unified School District

### Master Planning Meeting #1

PHS Student Services Building @ 3:30 PM

#### Attendees:

|                     |        |  |
|---------------------|--------|--|
| Randall Booker      | PUSD   | <a href="mailto:rbooker@piedmont.k12.ca.us">rbooker@piedmont.k12.ca.us</a>               |
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| Shelly Setorosen    | PHS    | <a href="mailto:sseto@piedmont.k12.ca.us">sseto@piedmont.k12.ca.us</a>                   |
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| Sara Lillevand      | PRD    | <a href="mailto:slillevand@ci.piedmont.ca.us">slillevand@ci.piedmont.ca.us</a>           |
| Cynthia Lynn        | Parent | <a href="mailto:cblynnsvm@yahoo.com">cblynnsvm@yahoo.com</a>                             |
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| Mercedes Foster     | PHS    | <a href="mailto:mfoster@piedmont.k12.ca.us">mfoster@piedmont.k12.ca.us</a>               |
| Terri Burge         | Parent | <a href="mailto:bburge@yahoo.com">bburge@yahoo.com</a>                                   |
| Brad Heberts        | Parent | <a href="mailto:Brad@heberts.us">Brad@heberts.us</a>                                     |
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#### Discussion Item 1

- Power Point Presentation by Mark Quattrocchi
  - Mark discussed the Master Plan process and what has been done to date.
  - Discussed what a Facilities Assessment is and how it relates to the Master Plan.
  - Mark described the Education Specification and how it works with the Master Plan.

#### Discussion Item 2

- There were a couple of questions asked of Randall after the PowerPoint presentation.
  - It was asked why the District was doing this process now. Randall discussed the input the District received after the last bond measure for the theater that did not pass. The input that he

received from the community was that the bond was too narrowly focused and needed to address a wider need than the theater.

- The second question to Randall was regarding District enrollment projections. Randall noted that there is going to be a little increase over the next couple of years but overall the enrollment numbers are even. It is normal to fluctuate a small bit year to year.

### Discussion Item 3

- Mark asked the group of their impressions of the edge of the campus and the entrance of the school.
  - One of the members of the group noted that the entry of the school was concrete, ugly and that the parking that occurs in the entry walkway appears more like an entrance for cars and not people.
  - Another member of the group noted that the campus appears to turn its back on the street and face inwards as there is no clear entry or doors along Magnolia Drive.
  - It was noted by a student that they liked being at the high school more than the middle school as the high school seemed more open than the middle school.
  - A student stated that it is hard to tell the edge of campus as there is no clear point of entry to the campus.
  - A staff member mentioned that it is hard for visitors to find the administration and it was hard for the administration to see when visitors come on to the campus.
  - Another teacher noted that there was a lack of night lighting on the site and it is hard to see after dark.
  - It was noted by a student that the entry to the campus seemed dark with all the ivy, trees, and bad landscaping, which created no spirit to the campus.
  - A student mentioned the lack of signage for school events at the front of the school. This makes it hard to let people know what is happening at the school.
  - A student mentioned that the front of the school was unusable and that it should be a useable space for students.

### Discussion Item 4

- The conversation moved on to a discussion on the quad.
  - One of the students in the group noted that there is no place to eat in the quad as there are no tables.
  - It was repeatedly mentioned that there was too much sunlight and not enough shade for the quad space to be useable.
  - Mark asked if any classes used the amphitheater. The students talked about a couple of English classes using it, but they only did in the morning before it got too sunny and hot. They also discussed the accessibility of it, noting that a student who was on crutches had a very hard time using the amphitheater.
  - Mark asked where the students do sit in the quad. A student mentioned sitting on the grass (before it died) but noted allergy issues for some of the students.
  - Several items were discussed on what could be used in the quad. They included adding tables, umbrellas, mats, and spaces for smaller groups of students to gather.
  - There was a discussion about where students eat when it rains. Mark was told that many students eat inside classrooms and that the classrooms get “gross” with all the students eating in them.

### Discussion Item 5

- Mark started a discussion on the classrooms and how they are used.
  - One of the students stated that there were not enough classrooms. Since the classrooms are shared, it is hard for students to find their teachers when they meet with them outside of class time.
  - There is a spillover of classes into other spaces. The students stated that social study classes are held in the dance room or music classes in the hallway.
  - In the 30's hall the classrooms are too small. One student noted that there was about a foot of room between desks which makes it hard to walk between, especially, when someone is injured and has a hard time walking.
  - Students described the furniture in the classrooms as "horrible." Noting that they are uncomfortable and hard to move around.
  - Mark asked about the thermal comfort of the rooms. Many of the students stated that it can get warm in the rooms and because of the outside noise they cannot open the doors and windows to allow air flow through the rooms.
  - The science teachers noted that they are short one classroom. They also discussed the need for project storage within the classroom for multiple day long experiments.
  - There is a lack of power and data within the classrooms for all the equipment
  - Mark asked if there was interest in outdoor classrooms. A couple of the students noted that they would like them but the noise tends to be an issue from neighboring buildings and classrooms.
  - Movable walls, or a door between classrooms, are desired so there could be more collaboration.
  - There needs to be at least one space, preferably several spaces, within the campus that are large enough to have 60 students at once.

### Discussion Item 6

- Mark asked if additional program spaces are needed on campus that they currently do not have.
  - The dance program is popular but needs more room. Or, the other programs need to move out of the dance space.
  - Spaces for a Film/Media program are desired by students.
  - One student stated that there were not many art options and more space to increase art options.
  - Mark asked about Shop/Marker/Stem spaces. Currently, there are no spaces like this on campus. The middle school has a shop but the high school does not share this space with the middle school.
  - A couple of the students noted that there is a lack of electives classes and that there needs to be media classes, environmental/innovation labs, and robotic type classes. One staff member asked if these spaces were provided would the District be able to fund them.
  - There was a discussion about sharing multiple spaces between the campuses.

### Discussion Item 6

- Mark asked about the theater and its uses.
  - It was generally agreed upon that the size of the theater needed to fit half the student population at one time.
  - The toilet rooms were discussed as being too small.
  - Mark asked how useful the theater space was for other classes. It was noted that it wasn't that useful because there is no separate drama classroom, and instead the theater is used as the Drama classroom. This does not allow for other uses.
  - The poor acoustics of the theater was brought up during the discussion.
  - A student discussed how the large space made smaller groups feel uncomfortable.
  - Mark discussed the other spaces within the theater being teachable spaces.

### **Discussion Item 7**

- The discussion moved on to the site and how the other spaces within the campus are used.
  - The lights at the stadium need to be replaced. One of the staff member discussed how currently the field is lit by tennis lights and new lighting would focus the light to the field and make it nicer for the neighbors.
  - Access to the field, parking, and approach to the stadium is difficult as there is not enough parking and it is hard for pedestrians to access.
  - Wheelchair accessibility to the field and the gym is extremely challenging for people in wheel chairs.
  - There was a discussion about the gym. The poor acoustics, lighting, and need for smaller PE spaces were discussed.

### **Discussion Item 8**

- Mark asked about the Administration and Library, and how they function and if there was all the required spaces.
  - The offices spaces were ok but need more for the specialist.
  - The conference room in the administration should be brought up to date with an enlarged smart board and technology.
  - Vision of visitors was discussed again. Administration cannot see who enters the campus until they enter the administration office. The administration office is hard to see from the entry of the school.
  - There was a brief discussion about the library and its current use. It was discussed that the reference room is not used any more.
  - Mark asked about the stack and if there was a need for more or less. It was noted that there could be less stacks.
  - It was discussed that a multi media space could be added to the library as they have the space.

### **Discussion Item 9**

- Mark briefly asked about furniture within the classrooms and other spaces.
  - The students stated that the single arm desks were very uncomfortable.
  - Mark discussed different furniture that QKA has seen installed in other schools which allow for different types of learning.
  - A student mentioned how another school was using yoga balls to sit on for chairs and really liked the idea.

### **Action Items**

- QKA will work on a rough draft of the Master Plan for the December 1<sup>st</sup> meeting.

Distribution by email to attendees

Next Meeting Date : December 1<sup>st</sup> , 2015



QUATTROCCHI KWOK  
ARCHITECTS

November 3, 2015

## Piedmont Unified School District

Master Planning Meeting #2 – Piedmont Middle School

PMS Multi-Use Room @ 3:30 PM

Attendees:

|                  |                        |  |
|------------------|------------------------|--|
| Randall Booker   | PUSD                   | <a href="mailto:rbooker@piedmont.k12.ca.us">rbooker@piedmont.k12.ca.us</a>         |
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| Brett Lane       | PMS                    | <a href="mailto:blane@piedmont.k12.ca.us">blane@piedmont.k12.ca.us</a>             |
| John White       | PMS                    | <a href="mailto:jwhite@piedmont.k12.ca.us">jwhite@piedmont.k12.ca.us</a>           |
| Logan Medina     | PMS                    | <a href="mailto:lmedina@piedmont.k12.ca.us">lmedina@piedmont.k12.ca.us</a>         |
| Stella Kennedy   | PMS                    | <a href="mailto:skennedy@piedmont.k12.ca.us">skennedy@piedmont.k12.ca.us</a>       |
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| Kevin Chapin     | QKA                    | <a href="mailto:kevinc@qka.com">kevinc@qka.com</a>                                 |

### Discussion Item 1

- Power Point Presentation by Mark Quattrocchi
  - Mark discussed the Master Plan process and what has been done to date.
  - Discussed what a Facilities Assessment is and how it relates to the Master Plan.
  - Mark described the Education Specification and how it works with the Master Plan.

### Discussion Item 2

- There were a couple of questions asked of Randall after the PowerPoint presentation.
  - It was asked how the projects are going to be selected. Randall discussed the process for selecting projects and noted that the Board would make the final determination on what projects would be done.

### Discussion Item 3

- There was a discussion about water sports and having a pool on campus.
  - It was noted that the City is working on their master plan that would address the city pool.
  - The PE teachers discussed the need to have an aquatic facility on campus for both PE and water sports needs. City pool is not designed for water polo.

#### Discussion Item 4

- There was a discussion on the spaces between the high school and the middle school.
  - It was noted that the two schools share facility spaces, but the ages do not mix with blended classes.
  - Mark asked about lunches and was told that many are brought in from the outside and that the school lacks the physical spaces for all the kids to eat.

#### Discussion Item 5

- Mark started a conversation about the edges, entry and security of the campus.
  - A teacher stated that the garbage cans are the first thing that people see when they drive up to the campus.
  - Another teacher noted that the ramps look like the entry to the school to many visitors, and many people unknowing enter the campus at the ramps.
  - At the courtyard stairs/steps there needs to be more handrails as there are falling down issues.
  - It was brought up that the kids try to jump the fences with the pointed finials and get caught on them.
  - A teacher suggested that the 30 minute parking goes away and is replaced with a drop-off zone to help with the drop-off traffic.
  - There was a conversation about the back entry to the school. A lot of students enter the campus through the back of the campus and that the entry should be addressed.
  - The staff discussed the need to “warm soften” the campus from all the all brick and concrete that create “hard edges and an urban plaza”.
  - It was discussed that there is a backpack problem and asked if the hallways and stairs could be widened.

#### Discussion Item 6

- Mark asked about the location of the Administration. He wanted to know if the group thought the administration should be at the front of the school or at the center of the school.
  - After a short discussion it was agreed that the Admin’s current location is best because it would take staff too long to get to the other side of the campus.
  - It was noted that the Admin blends in too well with the rest of the classrooms and should have a better identity from Magnolia Street.

#### Discussion Item 7

- There was a conversation about accessibility through the campus.
  - The PE staff discussed the difficulties on getting injured students from Witter Field to the front office. Randy suggested that a golf cart might be a good option to save time and to avoid the long accessible path from the field to the nurse’s office.
  - It was generally agreed that the accessible path of travel needs to be improved throughout the campus.

#### Discussion Item 8

- Mark started the discussion about the interior spaces of the site.
  - There was a conversation about trying to create an outdoor classroom on the north side of building I. It was noted that this was the only quiet and shady spot on campus.
  - The patio outside of the MPR tends to get hot due to no shade.
  - The patio space tends to get very loud because of all the hard surfaces that surround it. Due to the patio being too loud, classes cannot use it as an outdoor learning space as it distracts neighboring classrooms.

- The original gym space lacks sufficient acoustics and gets too hot with all the south/west windows.
- Charlie, a 6th grade student, noted that he would like to see more outdoor spaces to move around between classes.
- It was discussed that there should be more flexible seating.
- It was stated that there could be a good space next to building I to do art outside.
- Mark asked about the tennis/basketball courts and how often they are used. It was noted that all of them are used throughout the day.
- A teacher mentioned that they would like to see the garden expanded.

#### **Discussion Item 9**

- Mark asked about the quality of the learning spaces.
  - Several teachers stated that their rooms often are too hot and humid with no individual controls.
  - There was a discussion on the windows and how they do not open for natural ventilation. It was noted that the south and west windows have no sun control devices which cause the classrooms to overheat and require the blinds be closed. The plastic windows in the gym have faded to the point where nothing visible can be seen through them.
  - The interior walls of the classrooms are moveable partitions and Mark asked if they are ever used. The teachers noted that they do not open and that there are acoustic problems with these walls. Conversations from the adjacent rooms can be heard through the partitions. Some of the framed walls have the same problems as the moving partition walls.
  - Mark briefly discussed that the newer moveable panels are much better acoustically than the panels that are at PMS. He also noted that QKA has used them at other schools with good success.
  - The staff stated that they would still need some real walls to get more power and data. The movable panels do not allow for power and data to be installed on them.
  - There is a need for smaller learning spaces and combined multiple classroom spaces. Flexibility of the spaces was highly desirable
  - A staff member stated that they would like to see a softening of the classroom space as well.
  - There was a question on if lofts could be added to the classrooms. Mark stated that they could not because of accessibility codes.

#### **Discussion Item 10**

- The conversation shifted to a discussion about furniture.
  - The staff talked about standing work stations and the need for multiple different options.
  - The existing desks do not fit into the rooms and provide no space for back packs. The back packs over flow on to the floor and create a tripping hazard.

#### **Discussion Item 11**

- Mark asked about expanded programs.
  - The science classrooms have a traffic flow issue inside the classroom. The work stations all face the wall which turns the students backs to learn and prevents collaboration.
  - The arts rooms were discussed. There is no storage space or layout space for larger works or for works that take multiple days, like ceramics. This leaves little protection for some of the art work.
  - There was a desire to try to add spaces where art could be displayed.
  - The film space is acceptable, but lacks a sound booth and storage space.
  - There was a discussion on the advantages of relocating the art spaces at a different location. It was agreed that the spaces should remain together along with a makers space.

### Discussion Item 12

- There was a long conversation regarding the wood shop space.
  - It was noted that the high school does not use the shop for class or for set designs. It was an active wood shop through the end of the 2014 school year.
  - Currently, it is used as a shop and makers space. The Piedmont makers group uses the space one weekend a month.
  - The space could be more useable with some flexibility of the space and the correct equipment. Currently, Pete has removed some of the old heavy equipment that is not used in the shop like wood planers. Mark asked if new machinery is needed to fit into the 21<sup>st</sup> century wood shop like 3D printers and CNC machines.
  - Storage out of shop is needed for the makers space.
  - Pete noted that the maintenance building is fully DSA approved and has a full wood and metal shop within it.

### Discussion Item 13

- The discussion shifted towards special education and staff space needs.
  - Mark asked if the special education needed to be located next to the art room. It was noted it should be interconnected to the campus and not in a remote location.
  - Any special education space needs a kitchen.
  - Currently, there are not enough smaller spaces for IEP and are hard to schedule.
  - Smaller group spaces are needed throughout the campus.
  - There needs to be places for teachers to work. The current teacher's workroom is filled with computers. The copy machine is located in the administration next to the mail boxes.
  - At the staff lounge an actual small kitchen would be good.
  - The teachers requested that a quiet space be provided for their prep, as their classrooms are generally being used by others during their prep period.

### Discussion Item 14

- Mark asked about the needs of the Library.
  - It was noted that the fixed furniture prohibits the space from being flexible.
  - The reference section of the library is decreasing but the fiction area of the library is growing.
  - During the summer the Library is used for text book storage.
  - There needs to be a larger area for a classroom of students to use the library.
  - It was requested that there be an area at the front of the library that students could easily access and print items.

### Discussion Item 15

- The conversation shifted to the needs of the physical education program.
  - Mark asked if both gyms are used, as well as, the MPR. It was noted that both gyms are used for P.E. The larger gym is used a lot by after school programs. The high school also tries to use the space as much as they can for after school activities. The MPR room in the science building is used for presentations and for eating at lunch.
  - Witter Field is used by both the high school and the middle school. Each takes half of the field.
  - The locker rooms were discussed. It was noted that the lockers are dated and do not have parts being made for them anymore. Pete's maintenance department had to fabricate parts for them. The PE teachers said that the combo lockers are not ideal. They also said that the combo locks are hard for the special education students to use and should be keyed.

- Mark asked how many lockers are needed. Currently, there are 682 lockers but there should be 700 to accommodate the higher enrollment years.
- The lockers should be at an accessible height for all students and should not require a student to stand on a bench to reach a locker.
- The locker rooms have no ventilation and bad lighting.
- The showers are not used.
- It was noted that there is a foreign language classroom in the PE building and that the PE department needs their own dedicated classroom space for videos on health and related fitness.
- The staff stated that the hall that runs between the locker room and the gym is not needed.
- Mark asked what condition the bleachers were in. It was noted that they are in good but not great shape.
- The upper gym by the administration office lacks storage for PE. They also have to leave the curtains closed as the sun is too bright through the south/western windows.
- At Morrison gym there are too many different game lines. The acoustics and lighting in the gym are poor as well. Speaker reinforcement is needed.
- The need for outdoor drinking fountains was discussed.
- The staff noted that the storage at Witter field was ok if outside groups did not use the storage spaces.
- The need for an on campus pool was brought up again. It was noted that it would be used for the state PE standards for middle schools, 9th grade, and special education. The pool would also be used for high school competition swimming and water polo.

#### **Discussion Item 16**

- The conversation shifted to the needs of the Admin.
  - Ryan noted that they need a conference room and another small office for a specialist.

#### **Action Items**

- QKA will work on a rough draft of the Master Plan for the December 1<sup>st</sup> meeting.

Distribution by email to attendees

Next Meeting Date: December 1<sup>st</sup> , 2015



QUATTROCCHI KWOK  
ARCHITECTS

November 5, 2015

## Piedmont Unified School District

Master Planning Meeting #3 – Millennium High School

MHS Rm. 46 @ 3:30 PM

Attendees:

|                   |               |  |
|-------------------|---------------|--|
| Randall Booker    | PUSD          | <a href="mailto:rbooker@piedmont.k12.ca.us">rbooker@piedmont.k12.ca.us</a>     |
| Sarah Baldwin     | Student       | <a href="mailto:17sarahba@piedmont.k12.ca.us">17sarahba@piedmont.k12.ca.us</a> |
| Marcela P. Gilman | MHS Teacher   | <a href="mailto:mprivat@piedmont.k12.ca.us">mprivat@piedmont.k12.ca.us</a>     |
| Elif Ritchie      | MHS Teacher   | <a href="mailto:eritchie@piedmont.k12.ca.us">eritchie@piedmont.k12.ca.us</a>   |
| Doug Ireland      | PUSD Board    | <a href="mailto:douglireland@me.com">douglireland@me.com</a>                   |
| Sati Shah         | MHS Principal | <a href="mailto:sshah@piedmont.k12.ca.us">sshah@piedmont.k12.ca.us</a>         |
| Alina Kalavray    | Parent        | <a href="mailto:gruberad@gmail.com">gruberad@gmail.com</a>                     |
| Debra McGuire     | QKA           | <a href="mailto:debram@qka.com">debram@qka.com</a>                             |
| Kevin Chapin      | QKA           | <a href="mailto:kevinc@qka.com">kevinc@qka.com</a>                             |

### Discussion Item 1

- Power Point Presentation by Debra McGuire
  - Debra discussed the Master Plan process and what has been done to date.
  - Discussed what a Facilities Assessment is and how it relates to the Master Plan.
  - Debra described the Education Specification and how it works with the Master Plan.

### Discussion Item 2

- There were a couple of questions asked of Randall after the PowerPoint presentation.
  - Alina asked why the District would possibly spend bond money on a school that has more students from outside of the District than inside of the District.
  - Randall reviewed the current number of students and, currently, there are 29 students in the District and 39 who are either from out of the District, children of teachers or city employees.

### Discussion Item 3

- There was a discussion about the needs of the school.
  - The need for temperature control was discussed by the teachers. A lot of the windows are broken and prevent natural ventilation. The rooms tend to get too hot in August, September and October as there is no mechanical cooling.
  - The staff discussed the limited outdoor space and how there is not a dedicated outdoor space just for Millennium High School.
  - The group discussed taking odd spaces and turning them into useful spaces.
  - There was a request to have a common area that could fit all 71 MHS students. There was a discussion about the student center, although, it was noted that it is not that accessible for other uses due to its constant use by PHS.

- The staff noted that the south stairs are a problem. They are hard to supervise and hard to access.

#### **Discussion Item 4**

- There was a discussion about the shared facilities of MHS and PHS.
  - Currently, MHS has three classrooms and share a fourth on the upper floor of the 40's building.
  - MHS students do PE at PHS and PHS students take the sports medicine at MHS.
  - Similar to what was noted at the PHS and PMS Master Planning meeting, showers at the locker rooms are not a high priority for MHS.

#### **Discussion Item 4**

- There was a discussion about flexible furniture.
  - Debra discussed the different types of furniture and how students learn differently. It was agreed that flexible furniture should be considered.

#### **Discussion Item 5**

- The discussion came back around to the needs of the school.
  - Heating and cooling was brought up again by the teachers. There is a strong need for individual control and mechanical cooling.
  - Sarah stated that the classrooms do not feel like classrooms because they are used for storage and copier locations, which causes a lot of distractions.
  - They want to establish their own sense of space, similar to the science room.
  - There is a need for more staff toilet rooms. Currently, there is only one unisex staff toilet room in the 40's building. Staff often has to use the student toilet rooms which are in need of modernization work. The staff also noted that gender neutral toilets room for students are very important.
  - The heating vents go between the classrooms and allow sound to travel from classroom to classroom through the vents.
  - The staff discussed connected learning and noted that their classrooms do not have the power capacity to charge all the devices that their students are using.

#### **Discussion Item 6**

- Debra asked about the needs of the Administration.
  - The current administration space lacks a meeting space/conference room.
  - There are no rooms for a specialist.
  - Break-out rooms were discussed as being a need of the school.

#### **Action Items**

- QKA will work on a rough draft of the Master Plan for Distribution.

Distribution by email to attendees

Next Meeting Date: December 1, 2015, 3:30 – 5:00 Joint PHS and MHS review



QUATTROCCHI KWOK  
ARCHITECTS

November 12, 2015

## Piedmont Unified School District

Master Planning Meeting #4 – Havens Elementary School

HES Library @ 3:30 PM

### Attendees:

|                 |                     |  |
|-----------------|---------------------|--|
| Randall Booker  | PUSD                | <a href="mailto:rbooker@piedmont.k12.ca.us">rbooker@piedmont.k12.ca.us</a>     |
| Pete Palmer     | PUSD                | <a href="mailto:ppalmer@piedmont.k12.ca.us">ppalmer@piedmont.k12.ca.us</a>     |
| Heather Meil    | Havens              | <a href="mailto:hmeil@daltonhill.com">hmeil@daltonhill.com</a>                 |
| Lydia Adams     | Havens              | <a href="mailto:ladams@piedmont.k12.ca.us">ladams@piedmont.k12.ca.us</a>       |
| Connie Casello  | Havens Parent       | <a href="mailto:connie.casello@gmail.com">connie.casello@gmail.com</a>         |
| Anne Dolid      | Havens              | <a href="mailto:adolid@piedmont.k12.ca.us">adolid@piedmont.k12.ca.us</a>       |
| Ken Taylor      | Havens              | <a href="mailto:kentaylor@piedmont.k12.ca.us">kentaylor@piedmont.k12.ca.us</a> |
| Michael Murphy  | Havens-City         | <a href="mailto:hsm@ci.piedmont.ca.us">hsm@ci.piedmont.ca.us</a>               |
| Erin Rivera     | Piedmont Recreation | <a href="mailto:erivera@ci.piedmont.ca.us">erivera@ci.piedmont.ca.us</a>       |
| Kelly Wallis    | Havens              | <a href="mailto:kwallis@piedmont.k12.ca.us">kwallis@piedmont.k12.ca.us</a>     |
| Denise Meredith | Havens              | <a href="mailto:dmeredith@piedmont.k12.ca.us">dmeredith@piedmont.k12.ca.us</a> |
| Debra McGuire   | QKA                 | <a href="mailto:debram@qka.com">debram@qka.com</a>                             |
| Kevin Chapin    | QKA                 | <a href="mailto:kevinc@qka.com">kevinc@qka.com</a>                             |

### Discussion Item 1

- Power Point Presentation by Debra McGuire
  - Debra discussed the Master Plan process and what has been done to date.
  - Discussed what a Facilities Assessment is and how it relates to the Master Plan.
  - Debra described the Education Specification and how it works with the Master Plan.

### Discussion Item 2

- There was a conversation about the campus.
  - It was discussed that the campus lacks shade in both play areas. The kids will stay under the play structure to avoid sunlight. The kindergarten has shade structures in their playground.
  - It was requested to have water bottle fillers.
  - There is no cooling in the after school programs. There are roughly 125-140 students that use the after school program. Pete noted that the heat issue is on the District's radar.
  - There is not a clearly defined lunch eating area. There are roughly 200 students at lunch time. On rainy days the kids eat in their classrooms. Food service is delivered and served inside of the campus gate.
  - The multi-use is used for PE. There is no food service or eating in the building as the flooring cannot get wet.
  - There are not enough facilities to provide full day kindergartens. T-K is located at Havens.
  - The space between the 2 story classrooms and adjacent buildings is not being utilized.
  - The dirt for the trees is gone from kids digging and the ground cover has been trampled. There was a conversation about "learnsapes."

- The corners of the black top are not being used and could be utilized for something else.
- It was requested that the dishwasher be replaced in the staff lounge.
- Drinking fountains in the kindergarten play area are needed.

### **Discussion Item 3**

- The conversation moved on to talk about the classrooms.
  - A couple of the teachers asked if there could be doors between the classrooms so they could go directly into the neighboring classroom without having to go out into the hallway to access them.
  - Currently, the back packs are moving out of the classrooms and into the hallway.
  - There was a discussion about door holders. The staff noted that the classrooms in the single story had door stoppers but the two story classrooms do not. Debra discussed how the hallways in the two story building are fire corridors and could not have the door stops. She noted that the only way the doors could stay open was with magnetic door holders. These are tied to the fire alarm and close when the fire alarm is activated. She noted that this solution is not cheap. It was generally agreed that this was something that they wanted.
  - There was a conversation about the vertical spaces in the classrooms. The teachers noted that the tackable surfaces only go up to 7'. They would like to have more tackable surface and more white boards in their classrooms. Adding tackable surfaces to the cabinets was suggested as well.
  - Flexible furniture was discussed.
  - There is a lot of sound through the ceiling at the two story classroom.
  - The site noted that they would like to have flexible technology. Right now all data is stuck to two walls, which is not user friendly and turns kids back to the teaching.
  - Small dedicated breakout spaces for 3-4 students are desired. Currently, the hallway is being used as break out spaces. It does not work well because of the acoustics.

### **Discussion Item 4**

- There was a brief conversation about the art classroom.
  - It was discussed that the room should be more flexible to allow the room to be used for science and as a makers space.
  - Rolling tables are desired in the room.

### **Discussion Item 5**

- There was a conversation about the entry to the campus and how it could be used.
  - The old entry to the campus was off of Oakland Avenue and people still try to enter the school through the gate along Oakland Avenue.
  - Tables and seating area outside of the gate was suggested. The 5th grade used to use the area.
  - It was noted that the Fire Department uses the courtyard as access and in the past has not wanted the gate to move into the courtyard. It was suggested that a demarcation point could be created that students could not go pass instead of adding a gate. Pete said he would talk to the Fire department again about the gate. He did note that there are a lot of utilities that run through the courtyard.
  - It was noted that despite the signage, people will try to use the Library as the entry to the school as it is the first door in the courtyard.

**Discussion Item 6**

- The conversation moved on to the parking issues.
  - The staff noted that there is not enough parking for staff. It was noted that “A” permit parking was added in front of the community center. The general consensus is that there still is not enough parking.
  - Most parents drive their kids to school due to Highland Avenue being busy.
  - On rainy days there are even more parents driving kids to school.
  - It was noted that the city is going to widen the sidewalks at the crosswalks along Highland Avenue.

**Action Items**

- QKA will work on a rough draft of the Master Plan for Distribution.

Distribution by email to attendees

Next Meeting Date: TBD



QUATTROCCHI KWOK  
ARCHITECTS

November 19, 2015

## Piedmont Unified School District

Master Planning Meeting #5 – Wildwood Elementary School

WES Library @ 3:30 PM

### Attendees:

|                       |                    |  |
|-----------------------|--------------------|--|
| Randall Booker        | PUSD               | <a href="mailto:rbooker@piedmont.k12.ca.us">rbooker@piedmont.k12.ca.us</a>     |
| Pete Palmer           | PUSD               | <a href="mailto:ppalmer@piedmont.k12.ca.us">ppalmer@piedmont.k12.ca.us</a>     |
| Carol Cramer          | Wildwood Principal | <a href="mailto:ccramer@piedmont.k12.ca.us">ccramer@piedmont.k12.ca.us</a>     |
| Ayyana Chakravartulla | Makers             | <a href="mailto:ayyanac@hotmail.com">ayyanac@hotmail.com</a>                   |
| Lianne Morrison       | Wildwood           | <a href="mailto:lmorrison@piedmont.k12.ca.us">lmorrison@piedmont.k12.ca.us</a> |
| Christine Peterson    | Admin Assist       | <a href="mailto:cpeterson@piedmont.k12.ca.us">cpeterson@piedmont.k12.ca.us</a> |
| Erin Rivera           | City of Piedmont   | <a href="mailto:erivera@ci.piedmont.ca.us">erivera@ci.piedmont.ca.us</a>       |
| Terri Burge           | Parent             | <a href="mailto:tburge@yahoo.com">tburge@yahoo.com</a>                         |
| Nathan Burge          | Student            |  |
| Louisa Cheung         | Tech               | <a href="mailto:lcheung@piedmont.k12.ca.us">lcheung@piedmont.k12.ca.us</a>     |
| Debra McGuire         | QKA                | <a href="mailto:debram@qka.com">debram@qka.com</a>                             |
| Kevin Chapin          | QKA                | <a href="mailto:kevinc@qka.com">kevinc@qka.com</a>                             |

### Discussion Item 1

- Power Point Presentation by Debra McGuire
  - Debra discussed the Master Plan process and what has been done to date.
  - Discussed what a Facilities Assessment is and how it relates to the Master Plan.
  - Debra described the Education Specification and how it works with the Master Plan.

### Discussion Item 2

- There was a conversation about the campus.
  - The school tries to feel united but the wings are separating.
  - The small spaces within the school are not large enough for 3-4 students.
  - There are not enough toilet rooms on the campus.
  - The computer lab and the Library are too far apart from each other.
  - There is no room for a unisex toilet room.
  - The two separate play grounds work well.
  - The hallways encourage running.
  - PE needs an indoor space. The MPR is used by too many other functions like art and music.
  - The staff noted that they wanted to provide full day kindergarten but do not have the space. Randy noted that the District does not want to start full day kindergarten when enrollment is low unless they can continue it when enrollment is up.
  - There is a need for a flexible space within the school.
  - The auditorium is used for a lot of different activities, including, lunch, music, PE, and other classes, and for rainy day recess. The room has poor lighting and acoustics.

- The library gets heavy use during breaks. It is also used as a kindergarten overflow space on minimum school days and community meetings.
- The offices and work rooms next to the library can only be accessed from the middle of the Library. This leads to confidentiality issues.

### **Discussion Item 3**

- There was a discussion about the site.
  - There is a need for shade in the play and lunch areas. The kindergarten playground gets too hot. The school has planted trees but they have not worked.
  - The staff asked if the playground could be updated. It was noted that it needs to be upgraded for ADA and DSA has to approve it if it exceeds the dollar threshold.
  - The pathway to the playground is really not accessible. It is especially difficult for students and staff with temporary disabilities. T-K is expanding total number of students.

### **Discussion Item 4**

- The conversation shifted to the pick-up and drop off at the site.
  - The staff noted that pick-up and drop off is very dangerous and is a safety concern.
  - It is marked no u-turn throughout the drop off area. One parent drives around the crossing guard to make a u-turn.
  - Parking is an issue when there is a sporting event at Witter Field.
  - Not many parents walk their kids to school.
  - There are more issues with drop off when it gets darker.
  - The staff was concerned that there might be a negative ripple effect for parking with what might happen at PHS and PMS.
  - There needs to be more parking for staff. Many parents and people walking their dogs in the park use up all the parking.
  - There was a thought to add more loading zone only along the curb during drop off and pick up hours.
  - The staff noted that there is an issue with PHS students driving too fast pass the school.

### **Discussion Item 5**

- There was a discussion about moving Schoolmates to allow for kindergarten to take over the space.
  - There was a concern that it would increase traffic on Windsor if drop off and pick up was allowed. It was noted that there would be less drop off and pick if the site went to full day kindergarten as many kindergarteners use Schoolmates for the other half of the day.
  - There was a question on if Schoolmates could move into the lower floor of the field house. Debra noted that QKA would have to investigate this possibility
  - There was a conversation about how Schoolmates is currently accessed. Currently, they are buzzed in through the fence. Lots of people think it is the front of the school and try to get buzzed in through that gate as it provides quicker access to the campus. It was noted that the hardware on the gate could be programmed to give each family their own code which could eliminate the need for the buzzer.

### **Discussion Item 6**

- There was a conversation about other specialty spaces.
  - Debra asked where science was taught. It was noted that science is taught within the classrooms or on the patio.
  - There was a desire to have the computer room be more flexible and allow for it to be a makers space as well.

- The staff likes that the central courtyard is not next to classrooms, however, it is under utilized because it is a wind tunnel that holds water when it rains.

**Action Items**

- QKA will work on a rough draft of the Master Plan for Distribution.

Distribution by email to attendees

Next Meeting Date: TBD



QUATTROCCHI KWOK  
ARCHITECTS

November 30, 2015

## Piedmont Unified School District

Master Planning Meeting #6 – Beach Elementary School

BES Room 19 @ 3:30 PM

### Attendees:

|                 |                   |  |
|-----------------|-------------------|--|
| Randall Booker  | PUSD              | <a href="mailto:rbooker@piedmont.k12.ca.us">rbooker@piedmont.k12.ca.us</a>         |
| Pete Palmer     | PUSD              | <a href="mailto:ppalmer@piedmont.k12.ca.us">ppalmer@piedmont.k12.ca.us</a>         |
| Amy Jo Goldfarb | Parent            | <a href="mailto:ajsgoldfarb@gmail.com">ajsgoldfarb@gmail.com</a>                   |
| Holly Bybee     | Parent            | <a href="mailto:hollybybee@yahoo.com">hollybybee@yahoo.com</a>                     |
| Anne Valva      | Beach Teacher     | <a href="mailto:dvalva@piedmont.k12.ca.us">dvalva@piedmont.k12.ca.us</a>           |
| Megan Snyder    | Beach Teacher     | <a href="mailto:megansnyder@piedmont.k12.ca.us">megansnyder@piedmont.k12.ca.us</a> |
| Betsy Schreiber | Beach Teacher     | <a href="mailto:bschreiber@piedmont.k12.ca.us">bschreiber@piedmont.k12.ca.us</a>   |
| Robin Ludner    | Beach Teacher     | <a href="mailto:rludner@piedmont.k12.ca.us">rludner@piedmont.k12.ca.us</a>         |
| Sun Lee         | Beach Tech        | <a href="mailto:slee@piedmont.k12.ca.us">slee@piedmont.k12.ca.us</a>               |
| Erin Rivera     | Schoolmates/City  | <a href="mailto:erivera@ci.piedmont.ca.us">erivera@ci.piedmont.ca.us</a>           |
| Sarah Puckett   | Parent/BPO Pres   | <a href="mailto:sarahbeamish@hotmail.com">sarahbeamish@hotmail.com</a>             |
| Megan Nakahara  | Beach Staff       | <a href="mailto:mnalacharn@piedmont.k12.ca.us">mnalacharn@piedmont.k12.ca.us</a>   |
| Amal Smith      | PUSD School Board | <a href="mailto:amalsmith@piedmont.k12.ca.us">amalsmith@piedmont.k12.ca.us</a>     |
| Jessica Sprague | Beach Teacher     | <a href="mailto:jsprague@piedmont.k12.ca.us">jsprague@piedmont.k12.ca.us</a>       |
| Debra McGuire   | QKA               | <a href="mailto:debram@qka.com">debram@qka.com</a>                                 |
| Kevin Chapin    | QKA               | <a href="mailto:kevinc@qka.com">kevinc@qka.com</a>                                 |

### Discussion Item 1

- Power Point Presentation by Debra McGuire
  - Debra discussed the Master Plan process and what has been done to date.
  - Discussed what a Facilities Assessment is and how it relates to the Master Plan.
  - Debra described the Education Specification and how it works with the Master Plan.

### Discussion Item 2

- What works well with the campus?
  - Classroom sizes are good.
  - Good access to the playgrounds.

### Discussion Item 3

- There was a discussion on the heating of the classrooms.
  - The Classrooms next to the playground get the hottest.
  - Windows in these classrooms cannot be opened on hot days because they are next to the playground and PE makes too much noise.
  - During the recent cold snap the rooms were still too warm.
  - There are lots of solar gains in these rooms.

- The staff has tracked the heat noting that it impacts the learning because it is too hot for too long. Typical temperatures in the classrooms are in the 80-90's.
- Fans in the classroom do not seem to help, but rather only blow paper around the room.
- Staff has noted that students and staff have gotten heat rashes.
- With window shades closed and the lights off the temperature is roughly 3 degrees cooler.

#### **Discussion Item 4**

- What needs to be done to the campus?
  - Beach is the only school without a Multi-use room for wet/dirty activities.
  - There is currently no staff room.
  - Art and Music share a room, but should each have their own.
  - There is a lack of storage.
  - There is a ringer on Linda Ave that rings the Schoolmates building. Mostly used by parents to cut through campus.
  - There is a security issue at the front of the school. The office has no direct sight to the front door and have to rely on security cameras.
  - Technology layout out should be off multiple walls to allow for flexibility.
  - Learning commons, Library should be flexible spaces.
  - Office spaces for P.E. and science teachers are needed.
  - Room 4 was split into two classrooms this year but it does not work well.
  - Storage is needed for emergency/earthquake supplies. The amount of storage is not known but the District is going to look into it. Could be stored in a shed near the Linda Avenue entrance to the school.

#### **Discussion Item 5**

- There was a brief conversation about the food service.
  - Food is stored in the kitchen and takes up a lot of space.
  - When it rains the staff has to serve lunch in the halls while the kids stay in their classrooms.

#### **Discussion Item 6**

- There was a discussion about the furniture at the school.
  - The tubs that are used under the desk in the classrooms do not work. There are no stops at the back of them and they do not stay in place.
  - The furniture at the library is very nice and classic but they are hard to move, limiting the flexibility of the space. More space is needed to make the library a flexible space.

#### **Discussion Item 7**

- There was a conversation about site security.
  - The site would like to stop visitors at the entry to the school.
  - There is currently an eating area for the students at the front of the school that is open to the street.
  - There are no gates that allow students to leave the campus after school.
  - The gate by Schoolmates is used the most.
  - There is a desire to lockdown the school from the auditorium as it is used a lot by outside groups after hours
  - There are multiple doors to the building.

#### **Discussion Item 8**

- There was a conversation about parking.

- The flow of the drop off is not good.
- Shorter parking duration is needed for walking students in.
- Teachers park several blocks away.

**Discussion Item 9**

- There was a discussion on Kindergarten.
  - There is no T-K at Beach.
  - There is AM/PM kindergarten that share one room.

**Discussion Item 10**

- The group discussed the playground and PE.
  - There is one lunch period at the school but the campus is split into two separate places for half of the lunch - eating and playing.
  - Not all of the school can use the playground at once.
  - The visual of kids playing on the asphalt is distracting to the students in the classrooms.
  - Circles are missing from the playgrounds.
  - There is a lack of PE storage and holding areas for when supplies are delivered.
  - The auditorium is loud but is a low priority for the site.
  - The group noted that they would like shade outside but know that there is no room for it without giving up space.
  - It was noted that shade is coming to the outdoor eating area.

**Discussion Item 10**

- There was a discussion on the computer labs
  - It was an agreeance that they like them.
  - Staff being able to have full view of the screens is essential.
  - Pull and pull out technology are both needed and serve different needs.

**Action Items**

- QKA will work on a rough draft of the Master Plan for Distribution.

Distribution by email to attendees

Next Meeting Date: TBD