

MEMORANDUM



TO# File	FROM# Maria Madrigal/Gene Yong
COMPANY# Student Facilities Improvement Plan (SFIP)/ Ten-Year Master Plan Update Mountain View Whisman School District	DATE-#/# 14 Aug 19
SUBJECT# Interview Notes Principal-Crittenden Middle School 9:00am, Wednesday, 7 Aug 19	JOB NUMBER/REFERENCE NUMBER# 02449

ATTENDEES

CRITTENDEN MIDDLE SCHOOL		
Crittenden MS	Sonia Gomez Morales	Principal
ARTIK (A3)		
A3	Gene Yong	Senior Project Manager

DISCUSSION NOTES

1. Campus security is a big concern.
 - a. Campus is not secure.
 - b. While there is fence around the school, there are multiple gaps in the following areas:
 - i. Rock Street (no gates or fences at locations below)
 1. Between Bldg. 100 and driveway/bike enclosure
 2. Between Bldg. 700 & 100
 3. Between Bldg. 700 & 800
 - ii. Permanente Creek Trail
 1. Service gate between the portable (P1) and track/field. Closed during school hours.
 - iii. Middlefield Road.
 1. Multiple pedestrian gates along Middlefield Road providing access to the track and baseball/softball field. These gates are signed but not closed during school hours.
 2. Pickup/dropoff and parking area by the gym has open access to areas south of the gym (leading to the track) and north of the gym (leading to the

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- school's courtyard). No fence or gates controlling access from these areas onto campus.
 - c. Community treats track, gym and baseball field along Middlefield as park facilities, though the school has exclusive use during school hours. Difficult to enforce or prevent access during school hours since there are only signs and no control gates.
 - d. While the Admin office has frontage onto Rock Street, the main campus entrance for most families is from Middlefield Road. The parking and pickup/dropoff areas from Middlefield Road are not visible from the Admin offices.
2. Enrollment at the school is 655 for grades 6-8.
 - a. Capacity for the school is 730.
3. Classroom availability is adequate, but will be challenged if enrollment goes back to, or exceeds capacity. School is running out of classrooms.
4. While the number of classrooms is adequate, the school needs more project-based learning (PBL) type classrooms to support STEAM and science-based curriculum.
 - a. Bldg. 100 is the arts classroom bldg. but is poorly configured for art (i.e., too small, lack of storage/drying racks, etc.).
 - b. Bldg. 200 is a two-story classroom building that anchors the west end of the school's main courtyard. While this is a relatively recently built building (early 2000s), it is awkwardly configured and poorly designed and is underutilized.
 - i. There are only two classrooms on the second floor. Neither are being used as classrooms. One is too large and the other is too small. School is reluctant to schedule only 1 class on the floor since it is so isolated (i.e., safety)..
 - ii. There is excessive noise transmission from activity on the end floor to the ground floor spaces due to excessive spans in the upper level's floor.
 - iii. The ground level classrooms were designed as a hub with a center classroom and six surrounding classrooms. The center classroom, as well as one other classroom are not directly accessible from the exterior and require passage through one of three classrooms. The center classroom is accessible to only three of the surrounding six classrooms.
 - c. Bldg. 400 is a new two-story Innovation Center/Library/Classroom building which works well as a flexible, adaptable instructional facility that encourages inquiry- and project-based collaboration and teaming. Math is primary area of instruction in bldg. The large common space is heavily used.



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5. P.E. needs a classroom.
 - a. It should be located near the gym and/or locker/changing rooms.
 - b. P.E. currently has to find empty classroom anywhere on campus to teach classes.

6. Auditorium
 - a. Eventhough new, lighting and sound system needs to be upgraded to match school's production expectations.

7. Drinking fountains
 - a. All drinking fountains except at the new buildings (#400, #600) need replacing.

8. The eastern portion of the campus extending from Bldg. 700 to Bldg. 1000, encompassing the MUR, Kitchen, Snack Shop, Lockers, and MOT Transportation Yard has a lot of conflicting movements which are occurring on an unplanned, ad hoc basis including:
 - a. Service access to the Kitchen alongside the auditorium's main entrance and parking area.
 - b. A major parent/visitor pickup/dropoff and parking area alongside the locker rooms and the MOT transportation yard.
 - c. The Snack Shop's service area oriented to a small courtyard next to the service yard for the kitchen, with constrained access through a narrow passage between Bldgs. 800 and 900.
 - d. Unintended school entry corridors between Bldgs. 700/100/800 and 1000/1100.
 - e. The lack of major public functions (e.g., Admin, MUR) oriented to major public spaces (e.g., courtyard, pickup/dropoff, parking).

9. Traffic flow is a major issue on campus.
 - a. While Rock Street is the designated front of the campus, there is very limited parking and pickup/dropoff capacity in front of the Admin. Offices.
 - b. The parking area off Rock Street in front of the Auditorium is also used as a pickup/dropoff area. This area is not visible to Admin.
 - c. The main parent pickup/dropoff area is off Middlefield Road at the gym and lockers (Bldgs. 1000/1100). This area is not visible to Admin.
 - d. Parents used to cut from the Middlefield Road through the parking lot to Rock Street as a shortcut to the freeway and Rengstorff. School now uses a gate to block this through-traffic to improve pedestrian safety (i.e., speeding).

10. Though off-site, a major safety concern is the pedestrian crossing at Terra Bella Ave. along Middlefield Road. This is a wide, unsignalized intersection with heavy vehicle traffic in the mornings (i.e., shortcut from Shoreline Blvd. to Middlefield Rd./campus). Need to address (note: assume this will be addressed during Terra Bella detailed planning, design and redevelopment).

PROJECTS WORKSHEET
Update to the 2010 Student Facilities Improvement Plan
Mountain View Whisman School District

PRIORITY CATEGORY		PROJECT DESCRIPTIONS			CURRENT PRIORITY/NEED				
1-Safety & Growth	2-School Infrastructure	3-Enhancement	Type	PROJECT NOTES	SITE REFERENCE	CURRENT STATUS	PRIORITY	NOTES	NOTES (STATUS)
CRITTENDEN MIDDLE SCHOOL									
PROJECTS FROM 2010 SFIP - NOT COMPLETED/PARTIALLY COMPLETED									
1	Safety/Growth	Electrical Upgrade	Replace existing panel w/ add'l breaker capacity, allow for electrical repairs to new wiring.			Not Completed			3-way switching part of modernization project. Panels not completed.
1	Safety/Growth	Signage, Drinking Fountains	Add signage at Middlefield Rd pickup/dropoff. Replace all drinking fountains at older Bldgs.			Partial	1	Lack of info for parents at Middlefield Rd pickup/dropoff (main pickup/dropoff). Aging drinking fountains at older Bldgs.	Completed with campus modernization projects (PH. 1)
1	Safety/Growth	Paving	Add paving and gates to pavers perimeter (Bldgs. 100, 700, 1000, correct trail, Middlefield Rd.)			Partial	1	Multiple uncontrolled entry points from parking areas, trails, trails.	Completed with campus modernization & new projects (PH. 1-3)
1	Safety/Growth	Restroom Modernization	Replace flooring, wall tiles, fixtures, lighting, cubicles			Partial	3		School tile and lighting done in 2014. No work to fixtures, partitions or floor/wall finishes.
2	Infrastructure	Mechanical Upgrade (end of service life)	Replace existing mechanical systems in Bldgs being modernized			Not Completed			HVAC systems at end of service life. No work done. Still needed.
2	Infrastructure	Plumbing Upgrade (fixtures, egs, domestic lines)	Replace existing plumbing egs & domestic lines being modernized. New fixtures include cat 1 (DR upgrade).			Not Completed			No work done. Still needed.
3	Enhancement	Locker Room Replacement	New 3-Story Locker Room			Not Completed	1	Need new locker rooms.	Needs to be modernized
1	Enhancement	Shade Structure (covered)	New 6000' of shade structure			Not Completed	2	Add additional shade structure in main courtyard area.	Still needed
1	Safety/Growth	Gas Upgrade (code compliance, underground lines)	Allow for gas shutoff valve/pressure breaker			Not Completed			Still needed
1	Safety/Growth	Building Structural Upgrade	Structural Upgrade to Bldg. nos. 3 & 7	#100, 700		Not Completed			Phase 2 modernized Bldgs. 300 and 700 in 2014. Confirm if still needed.
2	Infrastructure	Underground utility survey/upgrade	Survey existing underground utilities, upgrade existing utilities if needed.			Not Completed			No work done. Limited value. Consider need on case-by-case basis for specific projects.
2	Infrastructure	Existing MUR Modernization	Modernize existing MUR (1000-0)	#100	Partial	1	Obtain permits main courtyard. Reconfigure work shop for easier access from main courtyard.	New flooring, pocket tables and paint installed in 2010. Upgrade A/C lighting, tables are to match district standards.	
2	Infrastructure	Existing Administration Modernization	Modernize existing Admin space in Classroom Bldg (#100)	#100	Partial				Priority for school. Admin modernized in previous bond (early 2000s).
3	Enhancement	Alternative Energy-Solar Panels	New Solar Panel Installation			Partial			Subject to District (electrical cost) & School (shade structure) priorities.
1	Safety/Growth	Separate Parking, Pickup and Bus Loading Areas	Replace curbs, sidewalks, AC, power, steps, ramps, signage landscaping. New trash enclosure.			Not Completed	1	Reconfigure vehicle driveway/ pickup/dropoff. Improve flow/vehicle congestion. Improve pedestrian safety, disabled, vehicle/pedestrian movements. Terra Bella Ave. intersection with Middlefield Road is an unsignalized intersection that is also major pedestrian route for students. Safety concern.	Parking areas around Auditorium completed. Trash enclosure repaired/rebuilt. Pickup/dropoff not completed. Confirm if still needed.
1	Safety/Growth	Site Accessibility Upgrade (Ramp)	Path of travel deficiencies (thresholds, steep slopes, 2nd curb), Drinking fountains/signage more compliant. See SFIP Project no. 3 (Bldg accessibility)			NA	3	Address open rail at ramp to track/TEAM from playgrounds.	

Prepared by ARTiK for M/VWSD
1 of 2



TO# FROM#
 File Maria Madrigal/Gene Yong

COMPANY# DATE#
 Student Facilities Improvement Plan (SFIP)/ 14 Aug 19
 Ten-Year Master Plan Update
 Mountain View Whisman School District

SUBJECT# JOB NUMBER/REFERENCE NUMBER #
 Interview Notes 02449
 Graham Middle School
 8:00am, Tuesday, 6 Aug 19

PROJECTS WORKSHEET
 Update to the 2010 Student Facilities Improvement Plan
 Mountain View Whisman School District

2010 SFIP Projects							
PRIORITY CATEGORY	PROJECT DESCRIPTIONS			CURRENT PRIORITY/NEED			
2-Safety & Enrollment Growth 3-School Infrastructure 4-Educational Enhancement	Type	PROJECT NOTES	SITE REFERENCE	CURRENT STATUS	PRIORITY	NOTES	
CRITTENDEN MIDDLE SCHOOL							
2	Infrastructure	Existing Walkers Modernization	Modernize existing Walkers (CMB #)	8800	Partial	New walk in fridge and freezer installed in 2016. Confirm with District any upgrades necessary (Food service director). Existing PA system accessible from only 3 location (Audium). Need mobile system on playground. Principals can access system from anywhere on campus. Concern about accessing system if not at or near each Access Bldg.	
2	Infrastructure	Security System Upgrade	Add system which allows principal/eval_principal to access the PA system from anywhere on campus.	8100-1300	Partial	1	Completed with campus modernization & new projects (PP, 1, 3)
3	Enhancement	Auditorium New		8600	Completed	3	Upgrade A/V/sound system to auditorium. New auditorium completed in Ph. 3
3	Enhancement	Existing Parking Modify (stairs, asphalt, work/flow)	Replace curbs, sidewalks, AC, power, stops, ramps, signage/landscaping		Not Completed	1	Reconfigure vehicle drop/pickup/dropoff, improve flow/vehicle congestion, improve pedestrian safety, de-conflict vehicle/pedestrian flow. Parking area around Auditorium completed. Trash enclosure requires refurbish. Pickup/dropoff not completed. Confirm if still needed.
3	Enhancement	Energy Efficiency (mechanical, electrical, plumbing)	Upgrade Mech/Elec/Plumbing systems for energy efficiency		Partial		HVAC controls and lighting upgraded from 2014 to 2018.
3	Enhancement	Landscape (Frontage, programmatic spaces)	New hardscape/softscape at frontage, outdoor spaces (seating/refreshing), new garden area.		Partial	2	Improve landscaping/landscaping in main courtyard and outdoor Bldg. Landscape is functional. Confir with School/District if priority.
OTHER PROJECTS STILL NEEDED TO ADDRESS ANY PRIORITY AREA (1) STUDENT SAFETY & ENROLLMENT GROWTH, (2) SCHOOL INFRASTRUCTURE, (3) EDUCATIONAL PROGRAM ENHANCEMENTS							
1	Enrollment Growth	Classroom-PE	Add space for PE classroom instruction. Locate near locker room/recreation facilities			1	No existing PE classroom. Locate near lockers/gym/playfields/playcourts.
2	Infrastructure	Middlefield Road-Campus Entrance	Reconfigure landscape, frontage and security features at Middlefield Rd. pickup/dropoff area.			1	Redesign as main campus pickup/dropoff arrival area with adequate controls and supervision features. Consider reusing or reconfiguring portion of MOT transportation yard, reusing portion of grass area next to baseball field, and redeveloping locker room Bldg.
2	Infrastructure	Technology Upgrade	Run copper cabling (Cat6) to frontrow devices in each classroom. Install frontrow conductor for PA system. Run network cabling behind 7% in each classroom in Bldg. 400/Im. 213. Run fiber (SMD) and support cabling to Bldg. 3000/3300.	All		2	

ATTENDEES

GRAHAM MIDDLE SCHOOL		
Graham MS	Michael Hermosillo	Principal
Graham MS	Mariko Kobata	Assistant Principal
ARTIK (A3)		
A3	Gene Yong	Senior Project Manager
A3	Maria Madrigal	Project Architect

DISCUSSION NOTES

- School needs to expand curriculum to address students who are more kinesthetic learners (i.e., learn by doing physical activities vs. sitting/listening, etc.).
 - There are students that are not on a college/professional career track (e.g., software, computer, science) that would benefit from a curriculum which teaches and provides for hands-on life skills.
- SPED classrooms need to be full-sized. Half-sized classrooms are not working.
- Areas of Need/Opportunity
 - School lacks facilities to support electives that support life skills and kinesthetic learning. These spaces need to be purposefully configured and furnished
 - Home Economics (e.g., crafts, sewing/knitting, cooking, washer/dryer, etc.)
 - Industrial Arts/Workshop (e.g., wood shop, ceramics/kiln/pottery, autoshop, etc.).
 - Cosmetology (e.g., self expression, stage/drama, etc.)



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- b. Staff Lounge
 - i. Underutilized
 - ii. More varied spaces for private and down time
 - iii. Improve courtyard as landscaped space for staff
 - iv. Can also be space for use by service providers/counselors
 - 1. Can work from shared spaces. On campus part-time basis. Work in other instructional and collaborative spaces (e.g., classrooms, library, admin office, etc.).
- c. Mountain View Sports Pavilion
 - i. Joint use facility shared between school and community (*Note: clarify with District how future planning and design and use is coordinated between the school district and the City*).
 - ii. Pavilion includes a gym and locker facilities used by the school during school hours.
 - iii. Locker rooms are outdated and need to be modernized.
 - 1. Need more lockers, more single stalls for changing, non-gender specific changing rooms. Showers not needed.
 - iv. Gym needs to be modernized
 - 1. Improve sound system, acoustics, air conditioning
 - v. Ideal to have its own facility to control programming and use (i.e., school must end games/activities because of commitments for community use of facility).
- d. Landscaping/Outdoor Spaces
 - i. Need to connect current and future generations of kids (i.e., digital natives) back to the natural environment
 - ii. Existing outdoor spaces are unshaded, lack landscaping and furnishings
 - iii. Improve landscaping between buildings
 - iv. Create outdoor gathering spaces which are landscaped, shaded and furnished.
 - v. Create outdoor learning spaces/living classrooms (i.e., furnishings, shelter, utilities), particularly for science-based and environmental studies classes (e.g., tie into community garden by MUR).
 - vi. Add Shade Structure and locate centrally as a gathering facility.
 - vii. More informal, passive, differentiated spaces that not athletically oriented (e.g., play courts, playfields, etc.).
- e. Need more large spaces to balance demand for after school programs by vendors and by school



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- 4. Other Improvements to consider
 - a. Replace existing marquis/signage at the front of the school (marquis is dated).
 - b. Flagpole seems short
 - c. Solar panels
 - d. Relocate bike cage to more suitable location
 - i. Existing location in the middle of the playground encourages students to ride bikes across campus, which is not allowed. Safety issue. Requires active supervision.
 - ii. Better if located at a more accessible location which does not require crossing the interior of the campus.

PROJECTS WORKSHEET
Update to the 2020 Student Facilities Improvement Plan
Mountain View Whisman School District

2010 SFIP Projects							
PRIORITY CATEGORY	PROJECT DESCRIPTIONS	SITE REFERENCE	CURRENT STATUS	PRIORITY	NOTES	NOTES (STATUS)	
1 Safety & Wellness Growth 2 School Infrastructure 3 Educational Enhancement	Type	PROJECT NOTES					
GRAHAM MIDDLE SCHOOL							
4 (2) code: 1-High to 4-Low, Not-Not Needed							
PROJECTS FROM 2010 SITE: NOT COMPLETED/PARTIALLY COMPLETED							
1	Safety+Growth	Electrical Upgrade	Replace existing panel w/ additional breaker capacity	Not Completed		Not done. Confirm if still needed.	
1	Safety+Growth	Gas Upgrade (code compliance, underground lines)	Allow for gas shutoff valve/vacuum breaker	Not Completed		Confirm if safety or regulatory issue. Otherwise, system is functioning.	
1	Safety+Growth	Fencing	New perimeter chainlink fence, garden fence	Not Completed	1	CANON NOT SECURE "CRASH TOUGH" (around perimeter incl. parking & road)	
1	Safety+Growth	Restroom Modernization	Replace floor/wall tiles, new fixtures/lighting/cabinets.	Partial		North side fencing not replaced. All other fencing replaced.	
1	Safety+Growth	Signage, Drinking Fountains		Completed	3	Need new signage/markings	
1	Safety+Growth	Building Accessibility	Replace counters, sink cabinets, thresholds	Partial		No significant DSA deficiencies noted/were addressed with modernization. Counters not done, thresholds made compliant (min. 1 per room).	
1	Safety+Growth	Separate Parking, Pickup and Bus Loading Areas	Modify car parking (Cat 3), new trash enclosure.	Not Completed	2	Backlot area only (spring). Upgrades completed w/ Phase 3 (87-Au6) including new parking, bus pickup/dropoff, trash enclosure.	
2	Infrastructure	Mechanical Upgrade (end of service life)	Replace existing mechanical (HVAC) systems for Bldgs being modernized	#2, 3, 4, 5, 6, 8, 11, 15, 16	Not Completed	Controls done in 2014, but classroom units are dated. New HVAC units in 896, 1, 7 (Au6), 9, 13, 14 (New), 17 (MUR). Still	
2	Infrastructure	Plumbing Upgrade (fixtures, eqpt., domestic lines, end of service life)	Replace existing plumbing eqpt./domestic lines for bldgs being modernized. New fixtures in Cat 1 (RR upgrade)		Not Completed	No work done. Still needed.	
2	Infrastructure	Covered Walkway Repair (remove utilities, re-roof)	Replace concrete paving, repair/replace covered walkway, underground existing roof-mounted conduits	Not Completed		Only lighting completed.	
2	Infrastructure	Underground Utility Survey/Upgrade	Survey existing underground utilities, upgrade existing utilities if needed.	Not Completed		No work done. Limited value. Consider need on case-by-case basis for specific projects.	
2	Infrastructure	Existing Kitchens-Modernization	Modernize existing kitchen & Dining Service	#12	Partial	Still needed. Consult with district food service staff.	
3	Enhancement	Alternative Energy Solar Panels	New Solar Panel Installation		Partial	Subject to District (electrical, cost) & School (shade structure) priorities.	
3	Enhancement	Shade Structures (assembly)	DSA shows project none in SFIP		Partial	1	None on campus. Confirm with School if needed. Former Shade Structure converted to structure replaced.
3	Enhancement	Energy Efficiency (mechanical, electrical, plumbing)	Upgrade Mech/Elec/Plumbing systems for energy efficiency		Partial		HVAC controls/lighting completed (2014-2017). See HVAC projects.
3	Enhancement	Existing Parking-Modify (stairs, asphalt overlay/new)	Replace curbs, sidewalks, AC pavers, stoop, ramps, signage and landscaping.		Partial	2	Backlot area only (spring). Upgrades completed w/ Phase 3 (87-Au6) including new parking, bus pickup/dropoff, trash enclosure.
3	Enhancement	Landscape (frontage, programmatic spaces)	New hardscape/softscape at frontage, outdoor spaces (courts/club/tennis). New garden area.		Partial	1	Improve outdoor campus spaces for student gatherings & learning. District worked with non-profit org on frontage improvements. Confirm if add'l upgrades needed.

PROJECTS WORKSHEET
Update to the 2020 Student Facilities Improvement Plan
Mountain View Whisman School District

2010 SFIP Projects						
PRIORITY CATEGORY	PROJECT DESCRIPTIONS	SITE REFERENCE	CURRENT STATUS	PRIORITY	NOTES	NOTES (STATUS)
1 Safety & Wellness Growth 2 School Infrastructure 3 Educational Enhancement	Type	PROJECT NOTES				
GRAHAM MIDDLE SCHOOL						
4 (2) code: 1-High to 4-Low, Not-Not Needed						
OTHER PROJECTS STILL NEEDED TO ADDRESS ANY PRIORITY AREA: 1) STUDENT SAFETY & ENROLLMENT GROWTH; 2) SCHOOL INFRASTRUCTURE; 3) EDUCATIONAL PROGRAM ENHANCEMENTS						
	Locker Room modernization	Dated, need individual changing stations, non-gender changing rooms.		2		Clarify implementation path between City and MVWSD.
	Gym modernization	Modernize gym, Add AC.		2		Clarify implementation path between City and MVWSD.
	Classroom modernization/conversion for Industrial Arts and Home Economics	Modernize classroom(s) for industrial arts/home economics		1		Lack facilities to teach home economics, woodshop, auto shop (non-professional life skills)
2	Infrastructure	Technology Upgrade	Run support cabling (Cat6) to Frontflow devices in each classroom Install Frontflow conductor for PA system Replace all copper cables with Cat6 cables.	All	2	Upgrade from Cat5e copper, support higher bandwidth/data rates over longer distances. DF-Intermediate Distribution Frame



MEMORANDUM

TO# File	FROM# Gene Yong
COMPANY# Student Facilities Improvement Plan (SFIP)/ Ten-Year Master Plan Update Mountain View Whisman School District	DATE# 28 Aug 19
SUBJECT# Interview Notes MVWSD Maintenance, Operations, Transportation (MOT) 8:00am, Tuesday, 27 Aug 19	JOB NUMBER/REFERENCE NUMBER# 02449

ATTENDEES

MVWSD MAINTENANCE, OPERATIONS, TRANSPORTATION		
MVWSD MOT	Brian Perron	Director
ARTIK (A3)		
A3	Gene Yong	Senior Project Manager

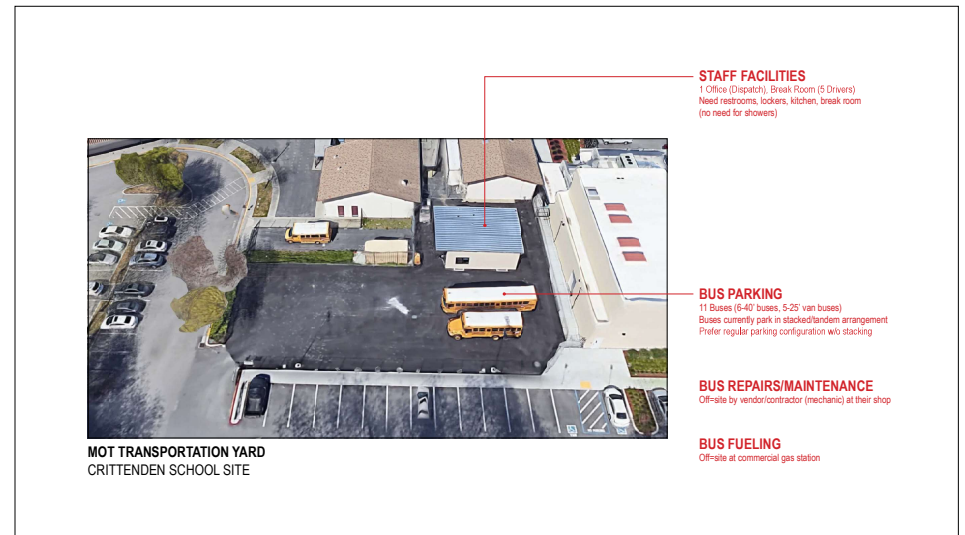
DISCUSSION NOTES

1. MOT should be consolidated into a single site. MOT needs a long-term facilities solution (e.g., location, size, configuration).
 - a. It is presently split in two sites, with offices and storage warehouses at Graham MS and transportation at Crittenden MS.
2. MOT would benefit from being centrally located and easy to access, especially since MOT utilizes oversized vehicles (e.g. trucks, buses).
 - a. The corporation yard at Graham MS is accessible only through the school's rear gate at Lane Ave., a small two-lane residential street.
3. The two middle school gyms (Mountain View Sports Pavilion @ Graham MS, Whisman Sports Center @ Crittenden MS) are on MVWSD land and leased to the City of Mountain View on 100-year leases.
 - a. The City manages each of the gyms, including funding and coordinating any repairs, maintenance or recapitalization of facilities.
 - b. Graham MS and Crittenden MS function as tenants of these facilities.
 - c. School-related modernization requests have to go through the City. District does not have a formal say in future renovations/modernization of either gym.



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4. The District does not have a good understanding of the status of underground utility lines. It would be beneficial to undertake surveys of all underground utilities.
5. Sanitary Sewer Lines are a district-wide concern. MOT has been in a reactionary mode (i.e., respond to complaints), and hasn't been able to adequately identify how extensive these issues on a campus-wide basis (i.e., instead of simply at an individual bldg. site). When investigating complaints, they are finding block lines from tree roots and other concerns.
 - a. Monta Loma ES and Theuerkauf ES have significant plumbing/drain lines issues (e.g. frequent blockages, tree roots in pipes, etc.).
 - b. Need to survey lines at all sites (e.g., camera).
 - c. Make repairs as needed based on survey.
6. Roof gutters and stormwater drain lines at buildings are a district-wide concern, especially at older campuses. Many roof gutters and related drain lines are poorly or non-functioning (i.e., reverse slope, blockages, leaking, rusted through metal, taped joints, etc.).
 - a. Consider redoing all gutters and drain lines at same time as roofing projects.
7. Most significant district-wide facilities-related concerns are: roofs, HVAC systems, asphalt, play yards.
 - a. Priority 1: Asphalt, HVAC
 - b. Priority 2: Roofing, Bldg. Gutters/Drains, Underground Utility Surveys





MEMORANDUM

TO# File	FROM# Gene Yong
COMPANY# Student Facilities Improvement Plan (SFIP)/ Ten-Year Master Plan Update Mountain View Whisman School District	DATE# 12 Aug 19
SUBJECT# Interview Notes Preschool Programs 10:00am, Monday, 5 Aug 19	JOB NUMBER/REFERENCE NUMBER# 02449

ATTENDEES

MVWSD PRESCHOOLS		
MVWSD Preschool Programs	Terri Kemper	Director
ARTIK (A3)		
A3	Gene Yong	Senior Project Manager
A3	Maria Madrigal	Project Architect

DISCUSSION NOTES

1. MVWSD Preschool Programs funded primarily by the State (California)
 - a. Program to provide early education/pre-elementary school programs for at-risk/low income/disadvantaged families/students across the entire District
 - i. State covers cost of preschool programs/free to families that qualify.
 - ii. Students/families must meet specific income-based eligibility requirements.
 - iii. Selective entry based on criteria set by the State's grant program.
 - iv. District has been able to meet the need for preschool programs based on the number of eligible students.
 - v. Majority of students/families who qualify come from the areas around Mistral/Castro and Theuerkauf.



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2. Additional funding is provided by the District.
 - a. District prioritized expanding early education opportunities to the community, including those that don't qualify under the State's grant program.
 - b. Additional funding also from grants and fees.
3. District funding created capacity for preschools to accept other students.
 - a. Based on available spaces.
 - b. No prequalification necessary to meet State criteria.
 - c. Fees charged to augment district and grant funding of additional spaces.
4. Increasing demand for full-day programs
 - a. District's preschool programs have been oriented to half-day programs.
 - b. Full-day programs require larger spaces than half day programs.
 - i. More space needed.
 1. Minimum regulatory space requirements for naps (e.g., size of mats, distance between mats, etc.).
 2. Dining/snacks.
 3. Variety of play spaces (indoors, outdoors).
 - ii. Existing preschool facilities constrained by:
 1. Undersized classrooms (i.e., reuse of standard 960 sf classroom modules OK for half-day, too small for full-day).
 2. Inadequate playgrounds.
 3. Location and lack of security.
5. Facility shortcomings
 - a. Whereas Latham's preschool classroom are all general ed, only one classroom at Graham is general ed. Graham's general ed preschool is isolated/siloed. Better to consolidate and collocate.
 - b. No dedicated preschool play area at Theuerkauf. Share use of K-classroom play structures.
 - c. Restroom fixtures are for older children, including WCs and sinks (i.e., too large, too high).
 - d. Lack of half-height doors to enable easy control and supervision of adjoining spaces.



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- e. Separate areas for eating/drinking. Ideal not to come in instructional/learning spaces.
 - f. Lack of storage for outdoor play equipment. Presently stored outdoors (i.e., theft, exposure, weathering) or in classrooms (i.e., cleanliness, logistics).
6. Preschool facilities are informed by ECERS (Early Childhood Environment Rating Scale) facility standards/criteria. Facilities are assessed and given a "Site Rating", which is important for grants.
- a. District preschools typically fall short on its playgrounds
 - i. ECERS identifies the need to support student development in 7 different gross motor activities goal:
 - ii. During regulatory inspections, District preschools typical create workarounds to address the ECERS criteria.
7. District goal is to have a program for 225 students. Staffing is currently based on the following:
- a. Required staff/student ratio is 1:8
 - b. Classroom 1: 15 students with 1 teacher and 1 aide.
 - c. Classroom 2: 24 students with 1 teacher and 2 aides.
8. The District preschool program would ideally be situated at a single, centrally-located and purposefully configured preschool facility.
- a. Collocate general and SPED preschool students
 - b. Consolidates teachers, support and administrative staff at single site.
 - c. Classroom spaces which flow into adjoining outdoor spaces.
 - d. Create varied outdoor play environments that enables children to connect to the natural environment. Many students come from backgrounds where access to outdoor natural and play settings is limited.
 - e. Create shared spaces where school can gather (e.g., MUR, outdoor gathering spaces) and where the preschool can hold workshops and training sessions with parents.
 - f. Place for art and play-based/project-based activities.
 - g. Secure
 - h. Age-appropriate/child-centered spaces, furnishings and equipment.
 - i. Preschools are currently using spaces and furnishings designed for older students.

PROJECTS WORKSHEET
Update to the 2010 Student Facilities Improvement Plan
Mountain View Whisman School District

2010 SFIP Projects					CURRENT PRIORITY/NEED		
PRIORITY CATEGORY	PROJECT DESCRIPTIONS			SITE REFERENCE	PROJECT STATUS	PRIORITY	NOTES
<small> 1 Safety & Treatment Concern 2 Space Infrastructure 3 Educational Enhancement </small>	PROJECT TYPE/CATEGORIES	PROJECT NOTES	SITE REFERENCE	PROJECT STATUS	PRIORITY	NOTES	
PRESCHOOL @ LATHAM STREET					<small># per scale: 1=High to 4=Low, NA Not Needed</small>		
1	Safety+Growth	Site Accessibility Upgrade (Ramps)	Create separate paths from Latham Ave. to preschool and Mistral			1	Mistral pedestrian traffic travels across preschool paths.
1	Safety+Growth	Play Cluster-Preschool	Provide holistic play environment for preschool			1	Minimal play environment. Provide natural/landscaped play features.
1	Safety+Growth	Technology (communications, data, phone)	Replace ethernet cable with OM3 fiber cables to connect to MDF			2	Assume MDF is at Mistral or Castro.
1	Safety+Growth	Fencing	Replace all copper cables with Cat6a cables Fencing to create a secure perimeter during and after school hours			1	No perimeter fence around preschool campus.
2	Infrastructure	Existing Classrooms-Modernization	Modernization ongoing-Summer 2019	P1,P5	Ongoing		Classroom/Presroom furnishings not age-appropriate to preschool children.
2	Infrastructure	Security System Upgrade	Establish perimeter controls for preschool campus			1	No perimeter around preschool campus.
3	Enhancement	Shade Structures (assembly)	Shade outdoor play and learning areas (landscape, structure)			1	Can be landscaped or structure.
3	Enhancement	Landscape (frontage, programmatic spaces)	Fencing to establish perimeter along park edge. Landscape improvements in play areas.			1	

Prepared by Artik for MVWSD
1 of 1

MEMORANDUM



TO# File	FROM# Gene Yong
COMPANY# Student Facilities Improvement Plan (SFIP)/ Ten-Year Master Plan Update Mountain View Whisman School District	DATE# 9 Aug 19
SUBJECT# Interview Notes Special Education Programs 7:30am, Monday, 5 Aug 19	JOB NUMBER/REFERENCE NUMBER# 02449

ATTENDEES

MVWSD SPECIAL EDUCATION		
MVWSD SPED	Arianna Mayes	Director
ARTIK (A3)		
A3	Gene Yong	Senior Project Manager
A3	Maria Madrigal	Project Architect

DISCUSSION NOTES

1. Increasing demand for SPED services throughout the District.
2. MVWSD's Special Education (SPED) program has several major components:
 - a. General SPED services for SPED students with less significant disabilities.
 - i. Services located on all elementary and middle school campuses.
 - ii. Within the next 5 years, goal is to "push-in"¹ high functioning SPED students who are able to be integrated with the general student population with limited support in specific areas of need.
 - iii. District services in schools includes:
 1. Psychologist (assessments)
 2. Speech Therapist
 3. Vision Specialist
 4. Physical Therapist (PT)

¹ With this approach, the general education teacher and the special education teacher work together in close collaboration. The focus is to ensure students are receiving full access to the general education curriculum while limiting any disruption to their daily schedule (such as pulling students out of a classroom)

MEMORANDUM



5. Occupational Therapist (OT)
6. Education/Resource Specialist.
- iv. Typical classroom settings involve 20-25 students and 4 teachers/specialist/support staff at any given time.
- b. Three Special Day Class programs for SPED students with more significant disabilities.
 - i. Individual sites for three district-wide "pull-out"² SPED services include:
 1. Autism @ Monta Loma Elementary School (ES) and Crittenden Middle School (MS)
 - a. Program being relocated from Huff ES because Huff ES needs space for enrollment growth. Monta Loma ES space needs to be upgraded (e.g., install barriers at rear door to classrooms)
 2. Medically-Fragile³ @ Landels ES.
 - a. Need to provide facilities to support Medically Fragile students in middle school. MS students currently based in Landels or HS.
 3. Functional Life Skills⁴ @ Bubb ES and Graham MS
 - ii. Need purposefully configured and equipped spaces.
- c. SPED Preschools
 - i. Based at Graham Middle School.
 1. Three SPED classrooms
 - a. 2 classrooms are for SPED students with IEPs⁵.
 - b. 1 classroom is co-taught with a general ed teacher and SPED teacher⁶.

² Depending on the student's education needs, he or she may require to also receive small group or individual instruction with the special education teacher in another setting outside of the general education classroom.

³ Medically fragile refers to a student receiving special education and related services who has a serious, ongoing illness or a chronic condition that requires daily, ongoing medical treatments and monitoring by appropriately trained personnel, and requires the routine use of medical device or of assistive technology to compensate for the loss of usefulness of a body function needed to participate in activities of daily living, and lives with ongoing threat to his or her continued well-being. Students with medically fragile disabilities require an intensive individual education program of special education services that includes specially designed instruction, related services, assistive technology, school health services, and/or other services required for the provision of a free appropriate public education. Services are frequently provided in a self-contained instructional setting.

⁴ Functional skills are those skills a student needs to live independently. An important goal of special education is for our students to gain as much independence and autonomy as possible, whether their disability is emotional, intellectual, physical, or a combination of two or more (multiple) disabilities.

⁵ Assumed to include SPED preschool students requiring "pull-out" support. Individual Education Plans (IEP) defines the individualized objectives of a child who has been determined to have a disability or requires specialized accommodation, as defined by federal regulations. The IEP is intended to help children reach educational goals more easily than they otherwise would, four component goals are: conditions, learner, behavior, and criteria. In all cases the IEP must be tailored to the individual student's needs as identified by the IEP evaluation process, and must especially help teachers and related service providers understand the student's disability and how the disability affects the learning process.

⁶ Assumed to include SPED preschool students who are "pushed-in" with general preschool students.



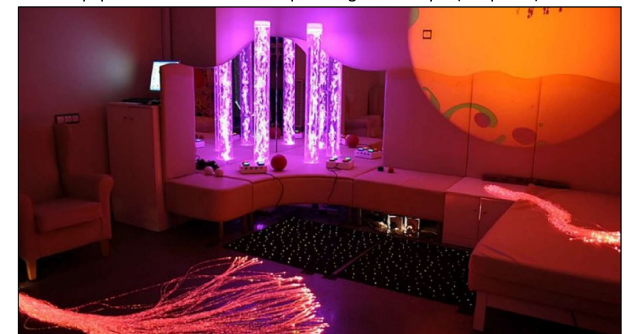
- ii. Medically fragile SPED preschool being relocated from Slater to Graham.
- iii. AM would prefer to combine the two preschools (Latham, Graham) into a single site.
 - 1. Montecito site would be ideal because of its central location.
 - 2. Integrate SPED students with general preschool students.
 - 3. Shared support among teachers and staff if located at a single site.
- d. Specialist SPED programs/outsourced to higher-level non-district SPED programs.
 - i. For students with disabilities beyond the capabilities of Districts programs.
 - ii. Too few students in the District to dedicate staff and space for specialized programs. 6 students including one in 3rd grade and five in 7th and 8th grade.
- e. Extended School Year (ESY) Summer Program
 - i. District is required to provide 19 days of Summer School for SPED students. Currently held at Stevenson ES.

3. SPED Facilities

- a. SPED facilities have moved to different school sites depending on availability of space and as enrollment fluctuates.
- b. SPED spaces are adapted from existing classroom spaces and are not purposefully-built. Some spaces are poorly configured for SPED (e.g., Bubb ES, Landels ES). SPED staff often not involved in design of its spaces.
 - i. Triangular spaces
 - ii. Furnishings and fixtures not ideally selected/configured (e.g., TV screens in instructional spaces, fixed wall storage systems, etc.).
 - iii. Located at the outer edges of a school campus behind gates/fences. Feeling of isolation and being marginalized.
 - iv. Lack of break out space attached to classrooms for individual/small group instruction.
 - v. Lack of separate space attached to classrooms for staff.
 - vi. Lack of showers
 - vii. Lack of kitchens and washer/dryer for functional life skills program.
- c. SPED requires specialized spaces which need to be purposefully design, configured and equipped) for SPED functions, especially spaces for more specialized services (e.g., autism, medically fragile, functional life skills, etc.).



- d. SPED Special Day Program Facilities
 - i. Locate centrally
 - ii. Locate near SPED program director (i.e., director's proximity near ESY program at Stevenson was very beneficial).
 - iii. Equip/furnish facilities to support programs
 - 1. Showers in classrooms
 - 2. Kitchen and washer/dryer in Functional Life Skills classrooms/labs.
- e. SPED instructional spaces
 - i. 10-15 adults may be working with 20+/- SPED students at any given time.
 - ii. Need to have space for staff to work from.
 - iii. Need to have space to break into small groups (4).
 - iv. Consider very large classroom with operable partitions (e.g., 1500+/- sf) or regular sized classrooms with attached break out rooms.
- f. Ideal for Program Director to be located with, or near SPED Special Day Programs
 - i. When ESY was at Stevenson ES over summer, program director could visit program/be more accessible to the students/families.
- g. Sensory Space (aka Multi-Sensory Environments).
 - i. Safe, calm space
 - ii. Ideal to have at least one indoor and outdoor space for SPED students on each campus.
 - 1. Indoor space requires supervision.
 - 2. Stevenson ES has an outdoor sensory space.
 - iii. Sensory space at EBC Palo Alto campus is a good example (see photo).



Sensory Space at EBC Palo Alto Campus



MEMORANDUM

- h. SPED Program Support Staff/Specialists.
 - i. Psychologist
 - 1. Supports both general ed and SPED students.
 - 2. Locate near front of school (e.g., Admin Bldg.).
 - a. Frequent interaction between psychologist, student, parents, and principal.
 - 3. Need private office and a small meeting room for 4-5 pns.
 - a. Privacy is requirement.
 - b. Space to conduct assessments
 - ii. Speech Therapist
 - 1. Locate centrally near students
 - 2. Need office and small group space for 4-5 pns.
 - iii. Education/Resource Specialist
 - 1. All schools have a full-time education/resource specialist.
 - 2. Goal is to have two at each school site, one to support general ed and one to support SPED.
 - 3. Education Specialist sometimes co-teach other general ed classes (e.g., english/math @ Graham MS, science/social studies @ Graham MS).
 - 4. Need office.
 - iv. Vision Specialist/PT/OT
 - 1. Locate centrally near students
 - 2. Each spend 2-3 days on any one campus in a week.
 - 3. One office can be shared.
 - 4. Need meeting room for 10-15 pns.

Gene Yong

From: Jon Aker <jaker@mwbsd.org>
Sent: Thursday, July 25, 2019 12:57 PM
To: Gene Yong
Subject: Re: MWSD Interviews for SFIP Update (TECHNOLOGY)

Sure. See responses below.

Also, overall I don't like the projector setup we have at the elementary MURs. I would prefer a projector mounted at the back of the stage and projects on to the screen from behind. When they built them they designed a projector on a cart setup. Some cabling would need to be run in order to make this change.

We support MOT with the EMS systems. A single EMS system that is used for all sites. From what I understand, the middle schools have an older system from another vendor and the elementary sites have various versions of the same vendor but they can't manage them from what system. It seems like it was only half done.

On Thu, Jul 25, 2019 at 9:04 AM Gene Yong <gyong@artika3.com> wrote:

Jon,

Can you quickly list what you think would be the top 2-3 technology-related priorities for the following campuses (can be simple one sentence scoping type descriptions for now). If specific to a building, please reference the building references in the attached set of maps (e.g., #B, #200, etc.).

BUBB ES

- 1. Replace all fiber with OM4 fiber
- 2. Replace all cat5e copper with Cat6a
- 3. Repair network cabling that hasn't worked since it was installed in 2018

MISTRAL ES

- 1. Replace all fiber with OM4 fiber
- 2. Create an adequately sized MDF for the campus
- 3. Replace all cat5e copper with Cat6a

CASTRO ES (NEW)

- 1. Can't think of anything. Some of the issues at that campus are in the Mistral buildings.
- 2.

CRITTENDEN MS

- 1. Run copper cabling to FrontRow devices in each classroom and install FrontRow conductor for the PA
- 2. Run network cabling behind the TV in each classroom in building 400 and room 213
- 3. Run fiber and copper to building 1100 and 1000

GRAHAM MS

- 1. Run copper cabling to FrontRow devices in each classroom and install FrontRow conductor for the PA
- 2. Replace old cat5e copper with cat6a
- 3. Eliminate redundant IDF in building 11