

# A.P. GIANNINI MIDDLE SCHOOL GREEN INFRASTRUCTURE FINAL REPORT | JUNE 2025

## COMMUNITY ENGAGEMENT & CONCEPT DESIGN





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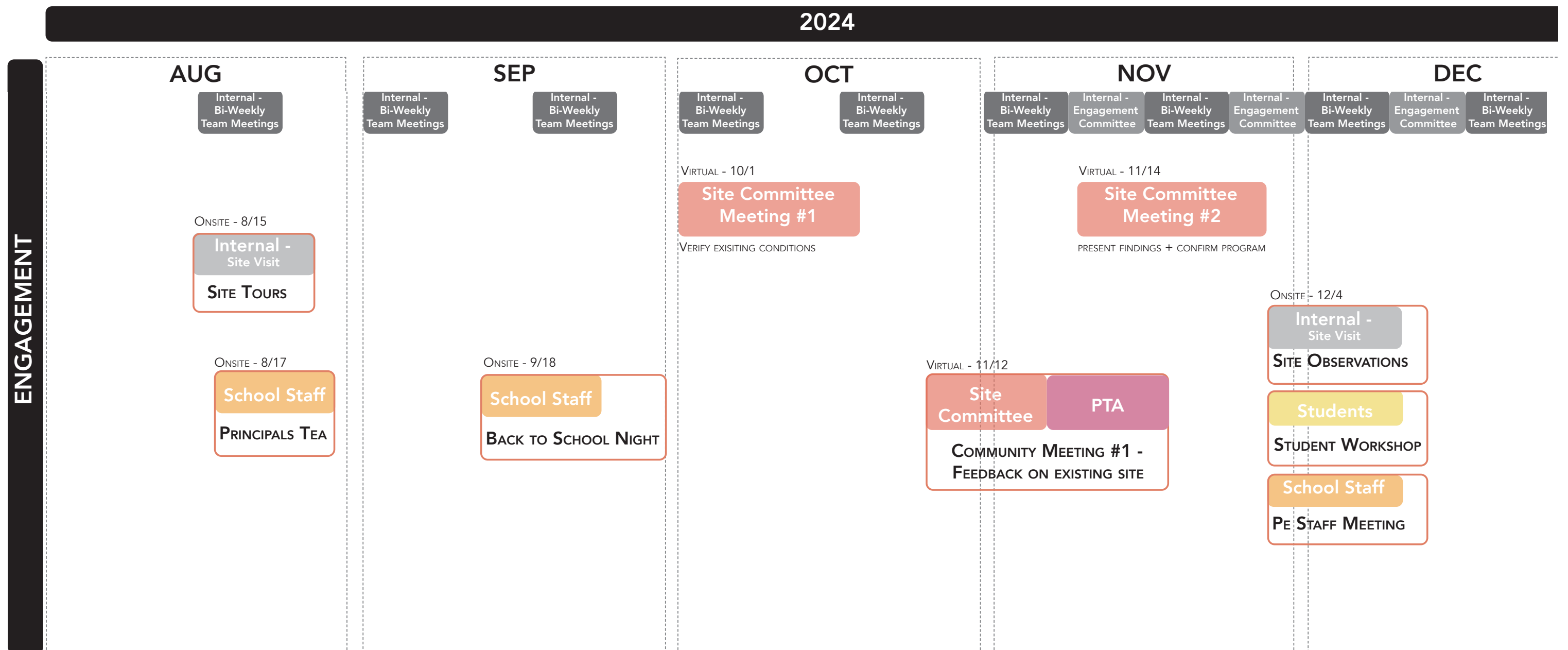
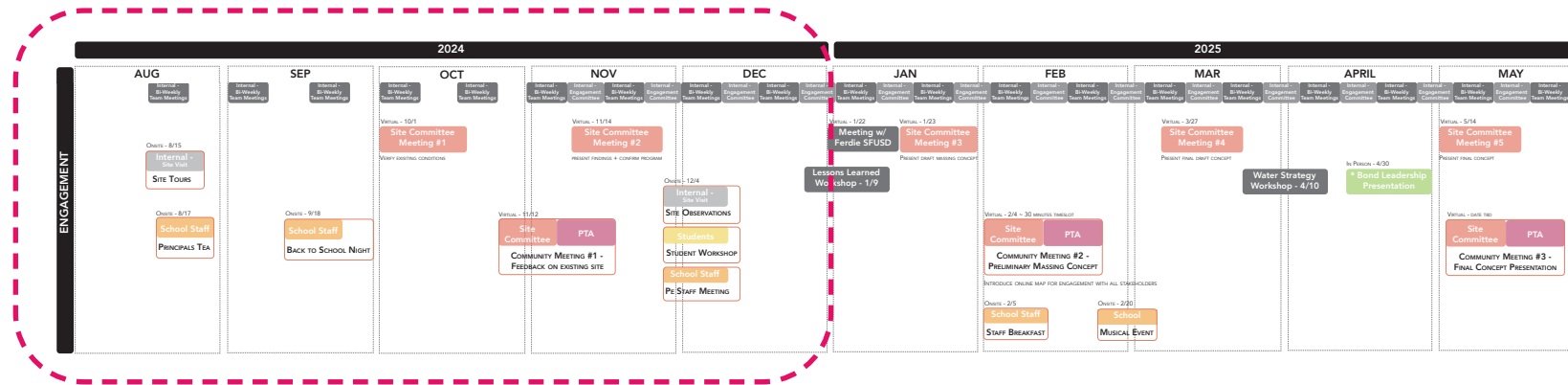
## 1a INTRODUCTION | Scope of Work

The A.P. Giannini Middle School Green Infrastructure Project is a collaboration between the San Francisco Public Utilities Commission (SFPUC), San Francisco Unified School District (SFUSD) to develop a performance based green infrastructure (GI) concept to manage stormwater and support community and educational programming. This document summarizes the community engagement process and resulting concept design. Community engagement is essential for building trust, promoting transparency, and ensuring that designs, policies, and programs meet the school community's needs. Community engagement aims to foster a collaborative relationship between the project team and the community it serves. It allows the project team to better understand the needs, concerns, and priorities, and creates opportunities for the school community to provide input and feedback on the project redesign.

Community engagement in this process included community meetings, site observations, workshops, as well as the use of online survey tools. Engagement can be done on a spectrum that ranges from outreach to consultation, to involvement, to collaboration, and empowerment. The A.P. Giannini Green Infrastructure project has used each of these levels. The community engagement process for this Project began in August 2024 and will conclude in May 2025 with a presentation of the final conceptual landscape design.

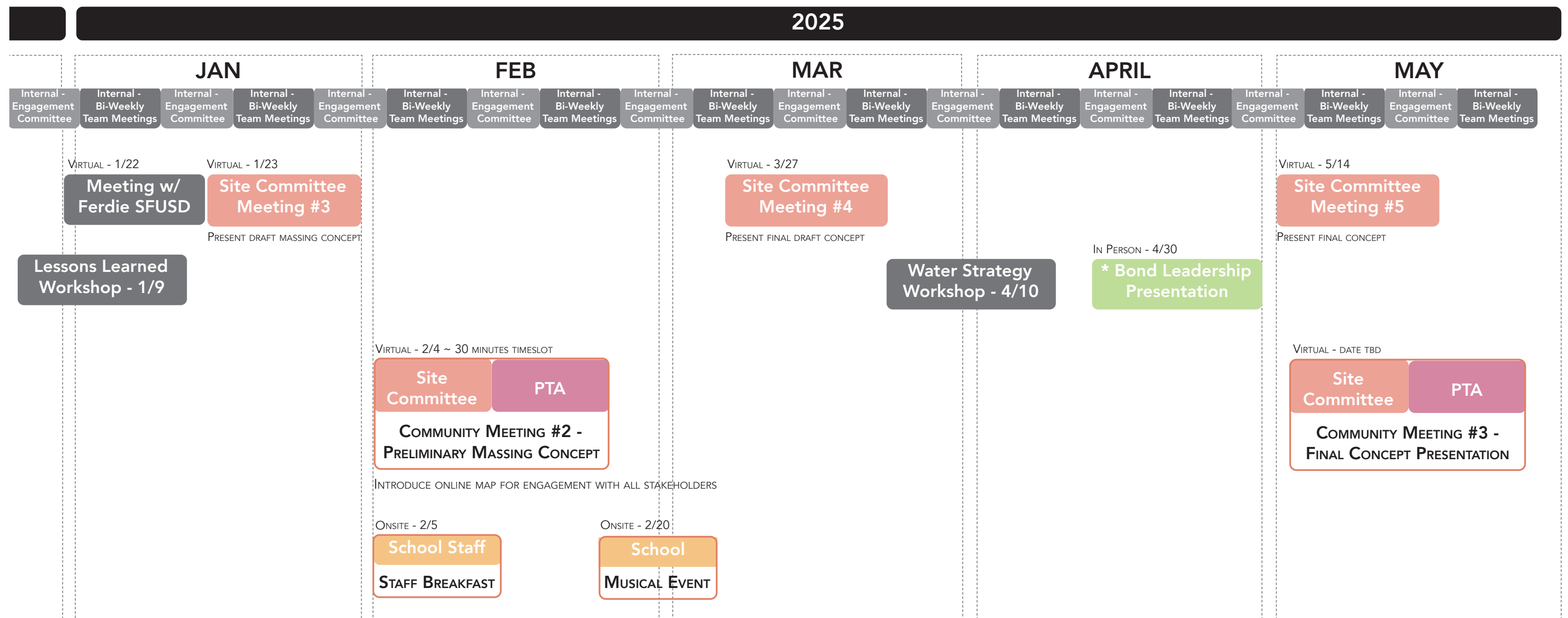
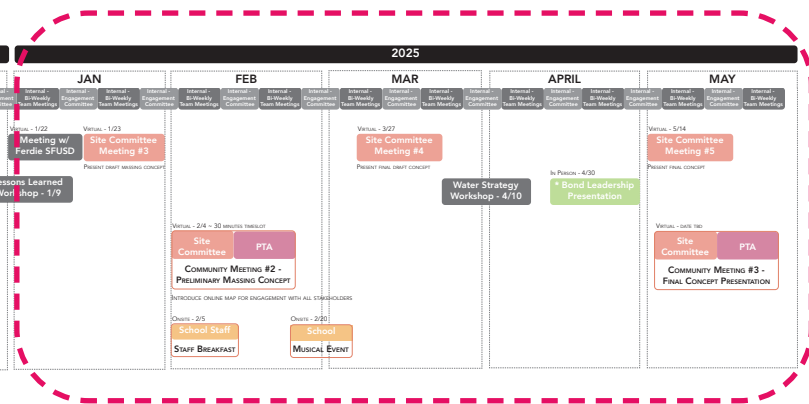
In addition to this document, the design team has created a Miro Board to capture feedback from community participants including presentation boards, comments received, meeting notes, etc. from each engagement event. Engagement reports and the A.P. Giannini Engagement Plan Document will be included in the Appendix.

# 1b INTRODUCTION | Community Engagement Timeline August - December 2024





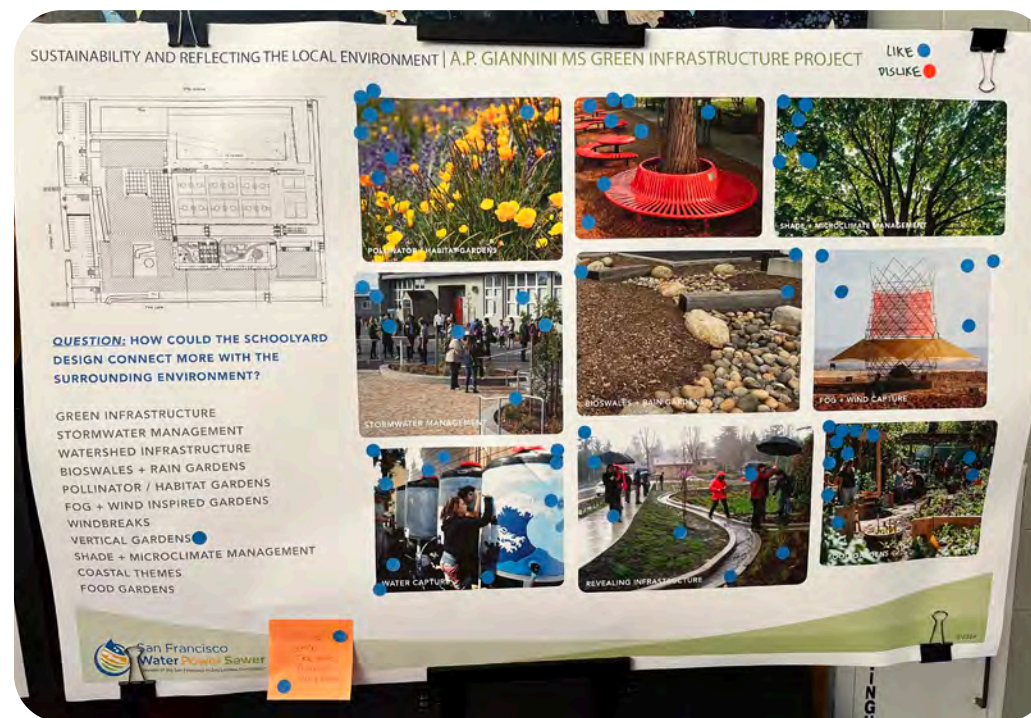
## 1c





## 2a COMMUNITY ENGAGEMENTS | Back to School Night

In September, the school hosted an open house for parents. During this event, SF Public Utilities Commission, BASE Landscape Architecture, and Brown & Caldwell staff shared project information with attendees. In addition to general SFPUC project boards, BASE created precedent boards with concept images, descriptive words, and invited participants to provide feedback and vote on their favorites.



### [LINK TO FULL REPORT](#)

Date: 9/24/2024

Time: 5:30-8:00pm

In Person

### OBJECTIVES:

- Share project information with parents and school staff
- Identify site issues and/or constraints
- Solicit big picture schoolyard design and programming preferences from parents and teachers through an interactive and informal process
- Educate on green infrastructure and how it might be applied to the school

### MEANS OF ENGAGEMENT:

- Participants reviewed project boards with concept images and guided questions
- Participants provided feedback through written comments on post it notes and sticky dot voting on images and activity photos
- Conversations with visitors were captured with notes from the project team

### KEY ENGAGEMENT NOTES:

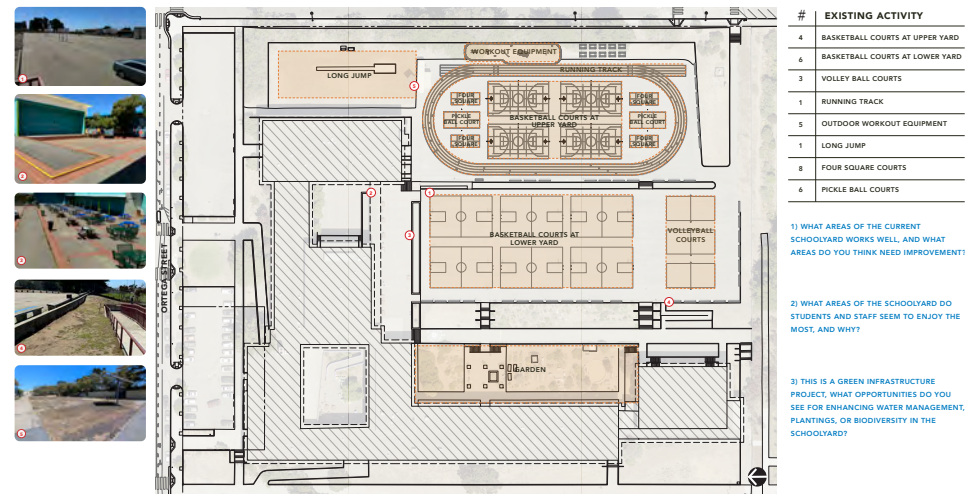
- Drainage issues in the yard, "Lake APG"
- Desire for more permeable surface, less concrete
- Need for more shade, trees, and planting
- Lack of seating, hope for more clustered and creative edging
- Enthusiasm for diverse play elements, most notably obstacle course and outdoor games
- Need for free exploration during open play
- Support for creative water capture



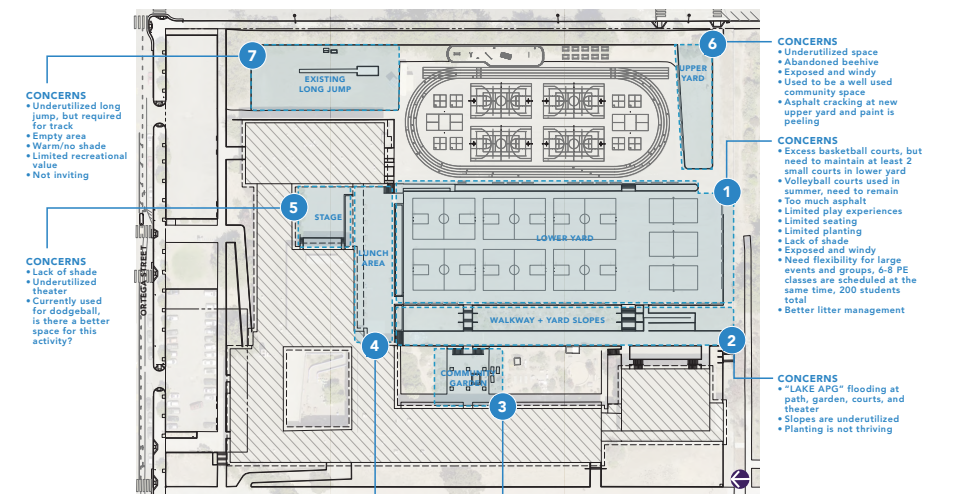
# 2b COMMUNITY ENGAGEMENTS | Community Meeting #1

Community meetings were held in coordination with the PTA, scheduled during existing PTA meeting times. BASE Landscape Architecture presented on schoolyard existing conditions and gathered input on priorities for the reinventing the schoolyard. An interactive Miro board featuring precedent images was used to solicit feedback and encourage input on the different ideas. BASE developed invitation fliers and letters formatted on the SFPUC letterhead. SFPUC communicated to PTA via email.

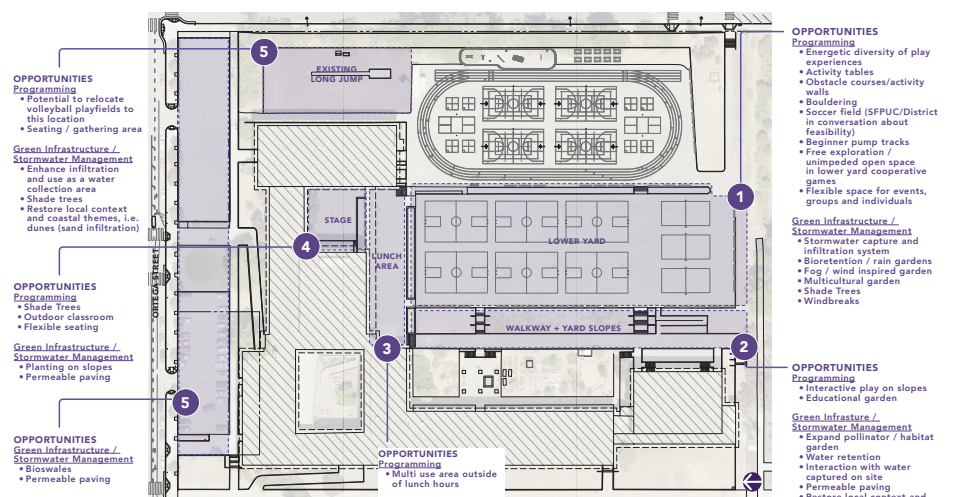
SCHOOLYARD EXISTING CONDITIONS | A.P. GIANNINI MS GREEN INFRASTRUCTURE PROJECT



WHAT WE'VE HEARD | A.P. GIANNINI MS GREEN INFRASTRUCTURE PROJECT



OPPORTUNITY AREAS | A.P. GIANNINI MS GREEN INFRASTRUCTURE PROJECT



OPPORTUNITY AREAS | A.P. GIANNINI MS GREEN INFRASTRUCTURE PROJECT



MIRO BOARD  
LIVE COMMENTING  
DURING MEETING

## LINK TO FULL REPORT

Date of Event: 11/12/2024

Time: 6:30-8:00pm

## OBJECTIVES:

- Share project information with community
- Clarify existing site issues and constraints
- Solicit big-picture schoolyard design and programming preferences

## MEANS OF ENGAGEMENT:

- The BASE team facilitated presentation in an online format meeting as requested for flexibility and to capture more participants
- Multiple design options were offered
- Interactive Miro board with precedent images to gain input on the different ideas
- BASE also provided space for comments and suggestions via live chat and discussion

## KEY ENGAGEMENT NOTES:

- Excitement for how green infrastructure can be integrated into schoolyards (ie raingardens, permeable paving)
- Site is dominated by hardscape
- Limited diversity of play options, too many basketball courts
- Not enough shade or flexible spaces for small or large groups
- Lunch area hot and not very welcoming
- Need for special education inclusive areas, soft surfacing and quiet zones
- Track is slippery when wet
- West side concerns, community wants to bring back previously removed trees



## 2c COMMUNITY ENGAGEMENTS | Onsite Observations + Meeting with PE

In December, staff from BASE Landscape Architecture, SF Public Utilities Commission, and Brown & Caldwell visited the school during lunch and physical education hours to observe how the schoolyard site was being used during those times. Following the observations, the team met with all PE instructors to discuss their spatial needs for teaching on the site. These teachers shared their desired use for the space along with constraints and key considerations.



### [LINK TO FULL REPORT](#)

*Date of Meeting: 12/4*

*Time: 2:30-3:15*

*\*Observed PE during 5th and 6th periods*

### OBJECTIVES:

- Observe the yard at its highest use time
- Clarify site use issues and constraints specific to PE
- Solicit big-picture schoolyard design and programming preferences from PE teachers

### MEANS OF ENGAGEMENT:

- BASE, SFPUC, and BC staff attended the school during lunch and physical education hours to observe how the schoolyard site was used during those times
- After the observations, the team met in person with all PE teachers to talk about their spatial needs for teaching physical education on the site

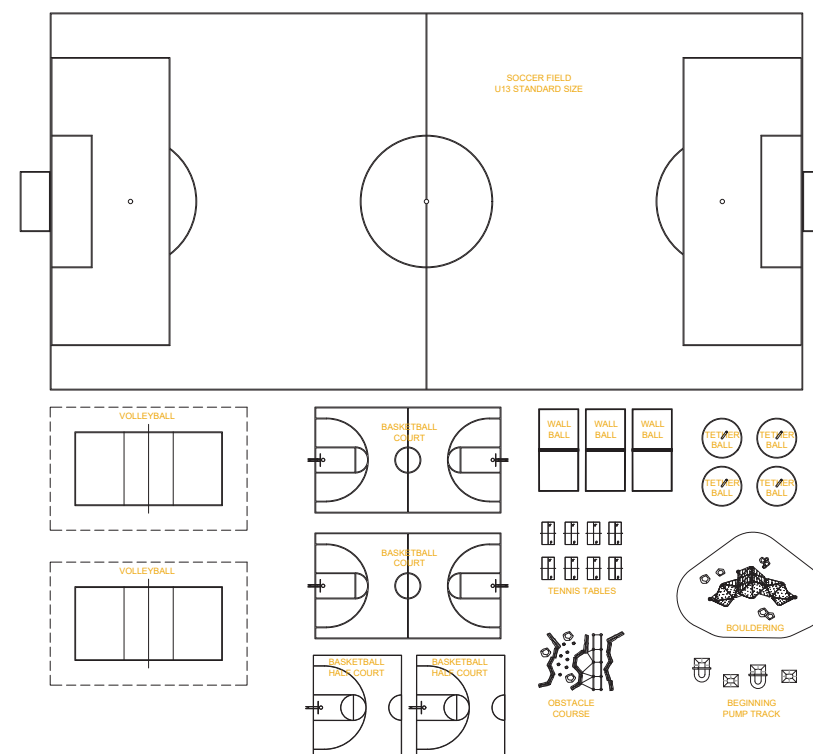
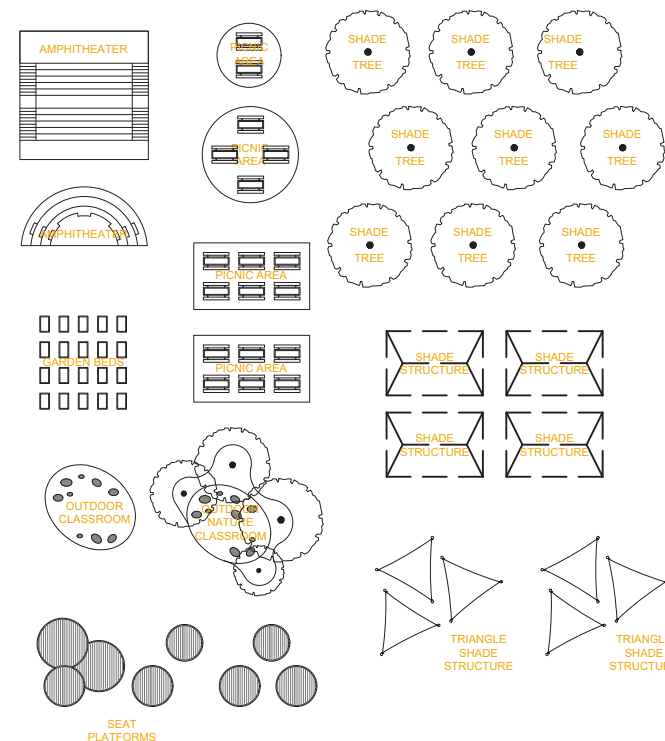
### KEY ENGAGEMENT NOTES:

- Approx. 1,000 students use the yard during lunch, no staggered schedule
- Lots of active and passive activities observed (active: basketball, volleyball, football, soccer) and (passive: (sitting on slopes, table games, casual walking)
- Shade is extremely limited throughout the yard
- Uneven slippery surfaces
- Active play impedes into eating areas, potential conflict
- PE classes are divided into 6 groups of 28 students (each group needs approx. two full basketball courts)
- Open flexible space preferred, avoid barriers
- Some activities require hardscape: Basketball, volleyball, ripsticks etc
- Some activities require soft surfacing: Football, soccer, lacrosse
- Need for more seating with shade for PE breaks



## 2d COMMUNITY ENGAGEMENTS | Student Workshop

BASE Landscape Architecture, SF Public Utilities Commission, and Brown & Caldwell staff observed the Beacon after-school program. BASE presented to the students on design concepts and then facilitated a design charrette. Using scaled site plans and a distributed a kit of parts, BASE guided students in envisioning and designing their ideal schoolyard.



### [LINK TO FULL REPORT](#)

Date of Meeting: 12/4

Time: 3:30 – 5:00 (after school 90 minutes)

### OBJECTIVES:

- Educate and expose students to the design process
- Clarify existing site issues and constraints the students have experienced in the schoolyard
- Solicit big-picture schoolyard design and programming preferences from student perspective

### MEANS OF ENGAGEMENT:

- BASE presented and facilitated an in person student design charrette
- The team presented scaled site plans and distributed a "kit of parts" that allowed students to design the schoolyard of their dreams
- Feedback was recorded and incorporating in the design

### KEY ENGAGEMENT NOTES:

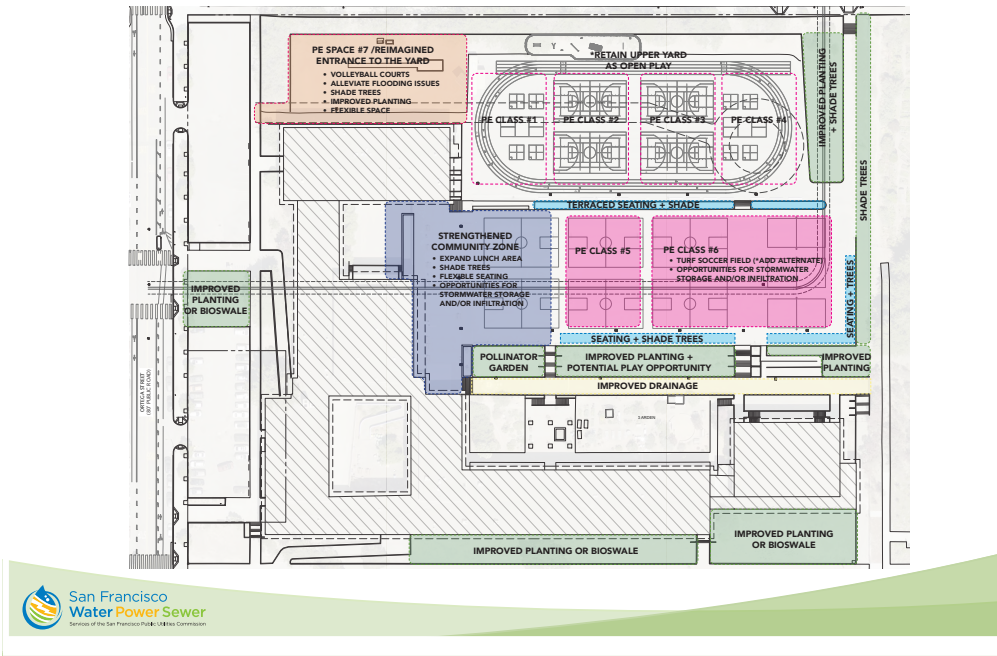
- Lower yard has rough, slippery and uneven surfacing which causes falls and injuries
- More shade needed, especially in lunch area
- Beehive area is unused and feels unsafe
- More greenspace requested throughout the yard
- Too many basketball courts, need for more options for play
- Equipment closet is poorly located and causes congestion at lunch time
- Students enter eastern side of school but early morning students enter through main office ramp



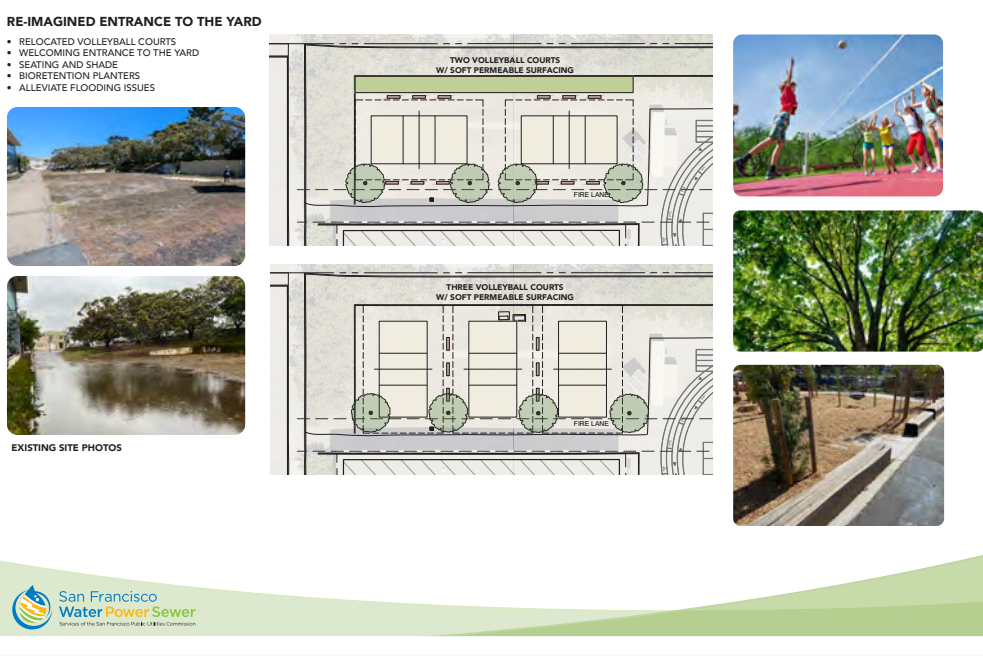
# 2e COMMUNITY ENGAGEMENTS | Community Meeting #2

In February, the BASE team presented the preliminary schoolyard concept design ideas to the PTA and Staff. The team requested input and first reactions to the design. Input from the discussion was synthesized, documented, and informed the refinement of the final concept design.

SCHOOLYARD MASSING CONCEPT | A.P. GIANNINI MS GREEN INFRASTRUCTURE PROJECT



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SCHOOLYARD MASSING CONCEPT | A.P. GIANNINI MS GREEN INFRASTRUCTURE PROJECT



SCHOOLYARD MASSING CONCEPT | A.P. GIANNINI MS GREEN INFRASTRUCTURE PROJECT



## LINK TO FULL REPORT

Date of Meeting: 2/4  
Time: 7:00 – 7:30pm

### OBJECTIVES:

- Present massing diagrams and preliminary concept ideas
- Present multiple design options for response
- Establish common priorities to inform the development of the conceptual design
- Provide meaningful opportunity for stakeholders to craft the concept plan

### MEANS OF ENGAGEMENT:

- The BASE team facilitated presentation in an online format meeting as requested for flexibility and to capture more participants
- BASE powerpoint presentation of preliminary concept design
- Requested input on the design via live chat and discussion

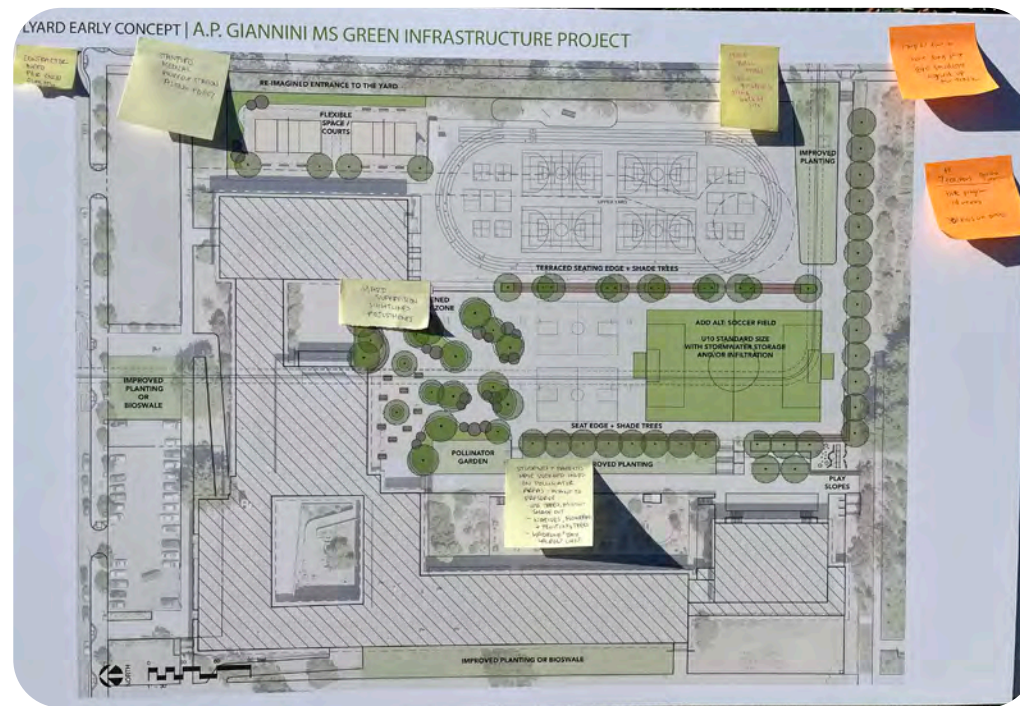
### KEY ENGAGEMENT NOTES:

- Need for seating around all outdoor activities
- Concerned about containment of soccer balls and the need to install nets around soccer field
- Flooding identified in upper parking lot, potential for bioswales in the design and stormwater management plan
- Overall excitement for the strengthened community zone and expanded shaded areas for lunch
- Preference of soccer field farther from lunch area
- Concern for previously planted slopes by the APG garden club (students + parent volunteers)



## 2f COMMUNITY ENGAGEMENTS | Teacher + Staff Breakfast

BASE presented the preliminary concept design for the schoolyard to teachers during their PTA hosted staff breakfast. The session was intended to gather additional input, validate previous assumptions, and inform final refinements to the design. Input was gathered through discussion and written on post its.



### [LINK TO FULL REPORT](#)

*Date of Meeting: 2/5*

*Time: 8:30 – 9:30am*

#### OBJECTIVES:

- Present preliminary concept site plan to teachers and staff
- Establish common priorities to inform development of the concept design
- Provide a meaningful opportunity for stakeholders to provide input on the concept plan

#### MEANS OF ENGAGEMENT:

- BASE prepared and printed large scale concept boards to present during the regularly scheduled PTA Staff Breakfast
- Encouraged written comments on post it notes and placed on the boards
- Direct conversation, engagement, and notes

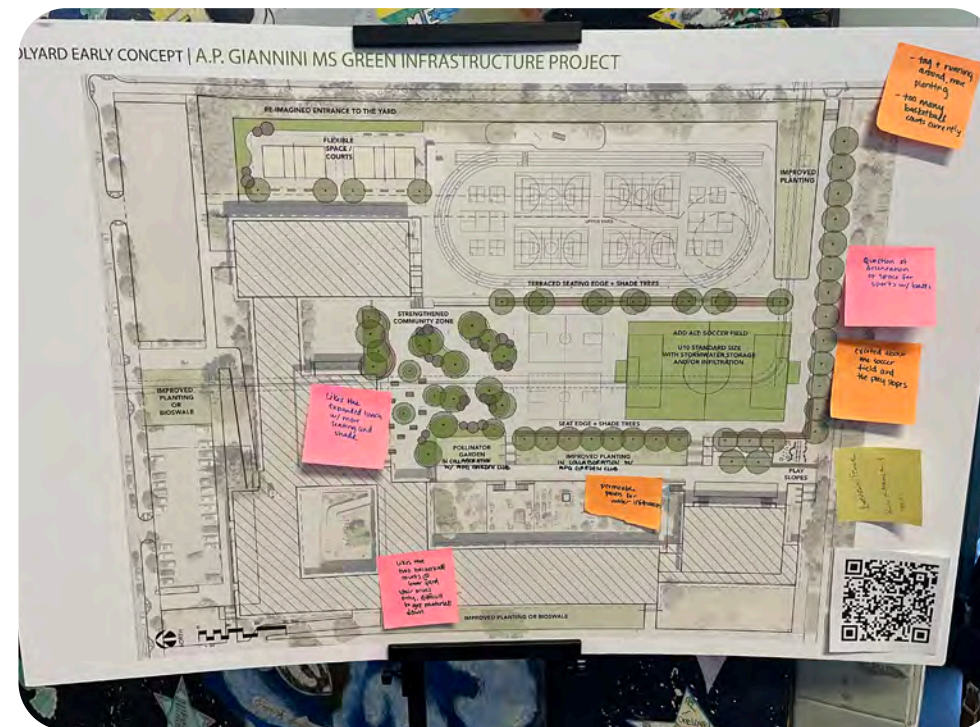
#### KEY ENGAGEMENT NOTES:

- Overall excitement + support for concept ideas
- Garden coordinator concern for impact on APG garden club planted slopes, would like to see natives in the future planting palette
- Need to keep the long jump in the design
- Comments supporting the play slopes and a creative ways to circulate the site
- Concern for quality of contractors selected
- Strong enthusiasm for proposed terraced seating between the upper and lower yard
- PE would like to bring back the bike program, which is approx. 14 weeks long + 30 students at a time



## 2g COMMUNITY ENGAGEMENTS | Afterschool Music Event

At the school's evening performance event in February, the team set up a table outside the amphitheater to present the initial concept design and receive comments/input from event attendees. Feedback was collected in person via Post-it notes placed directly on the boards, or later online via the site map tool. A QR code for the site map was provided at the event and remained available via the website for those who might not have been present at that event but still wanted to participate, be informed, and provide feedback.



### LINK TO FULL REPORT

Date of Meeting: 2/20

Time: 4:15 – 6:00pm

### OBJECTIVES:

- Present preliminary concept plan in person to parents and students attending the afterschool event
- Establish common priorities to inform the development of the conceptual design
- Provide a meaningful opportunity for families to craft the concept plan

### MEANS OF ENGAGEMENT:

- Team facilitated a table outside the theater to present the initial concept design
- Invited feedback either in person via Post-it notes placed directly on the boards, or later online via the site map tool.
- A QR code for the site map provided on boards for those who would like participate at another time

### KEY ENGAGEMENT NOTES:

- Strong support for removing existing asphalt planters to expand lunch area and add shade
- Preferred images that reflect natural materials for seating and terracing
- APG Garden Club rep commented that they would like to be included when plant selection begins in the design process
- Excitement for the soccer/play field
- Positive response to preserving flexible space in the yard
- Question about delineating space for ball sports



## 2h COMMUNITY ENGAGEMENTS | Site Committee Meetings

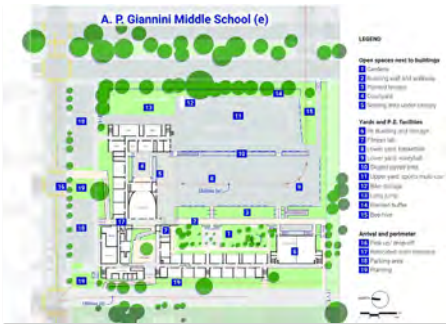
BASE worked with SFPUC to select the key community stakeholders to represent the site committee at meetings. The Site Committee is comprised of representatives from SFUSD and PTA, the school principal, and certain key teachers, such as PE, science, and the garden teacher. Site Committee members are stakeholders that have been identified as representatives of different important community groups.

### Introductions

SFPUC Project Team		AP Giannini Site Committee	
Mary Tienken	SFPUC Project Manager	Tai Schoeman	Principal
Jimmy Fu	SFPUC Project Engineer	Heidi Smoot	Vice Principal
Will Logsdon	SFPUC WVE/OR	Jason Blum	Teacher
Hans Tremmel	B&C Project Manager	Angie Sibelman	Teacher
Rosey Jencks	B&C Water Practice Lead	Ruben	Parent
Patricia Algara	BASE Project Manager	Emma Silvius	Parent
Hannah Greendorfer	BASE Landscape	Beth Guy	Beacon Director

SEWER SYSTEM IMPROVEMENT PROGRAM | Grey, Green, Clean.

### Programming



SEWER SYSTEM IMPROVEMENT PROGRAM | Grey, Green, Clean.

### Lafayette Elementary School



5

### Existing Conditions - Programming

- Current Programming in the Yard
  - During School
  - Before/After School
  - Weekend
- Use of Upper/Middle/Lower Yards



SEWER SYSTEM IMPROVEMENT PROGRAM | Grey, Green, Clean.

11

Dates of 5 Meetings: 10/1, 11/14, 1/23, 2/19, 5/14  
Time: Varied per date

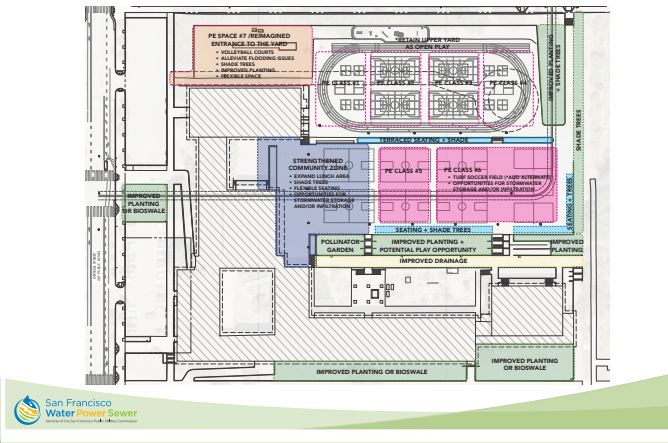
### OBJECTIVES:

- Review and develop recommendations for schoolyard use
- Provide valuable insight and feedback regarding the schoolyard's conceptual design.
- Share issues, concerns, or priorities related to schoolyard designs prior to community engagements.
- Apply their specialized expertise and provide feedback on uses and appropriate redesign of the schoolyard that will accommodate stormwater infiltration while maintaining the best use of the school property.
- Review the draft concept plan. BASE will develop fliers and invitation letters formatted on SFPUC letterhead. The SFPUC team will send these materials to the Site Committee group via email. Site Committee meetings will be co-facilitated by BASE and SFPUC staff; the SFPUC staff will schedule meetings and will a Zoom link for virtual meetings. BASE will prepare presentation materials.
- Roles and responsibilities:
  - SFPUC staff communicated with school principal to identify Site Committee members and meeting formats
  - SFPUC staff to coordinate stakeholder meeting schedules
  - BASE + SFPUC staff drafted meeting objectives and agendas
  - BASE prepared and facilitated or co-facilitated meetings
  - BASE assisted meeting logistics related to the virtual platform set up
  - BASE recorded notes and submitted reports for each engagement

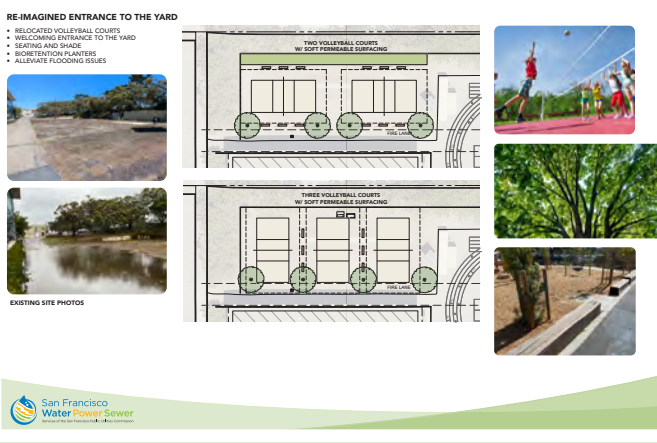
### MEANS OF ENGAGEMENT:

- Five Site Committee meetings are planned. It is anticipated that these meetings will be facilitated (using the zoom hand raising, chat, and whiteboard functions) through a virtual meeting platform such as Zoom.

SCHOOLYARD MASSING CONCEPT | A.P. GIANNINI MS GREEN INFRASTRUCTURE PROJECT



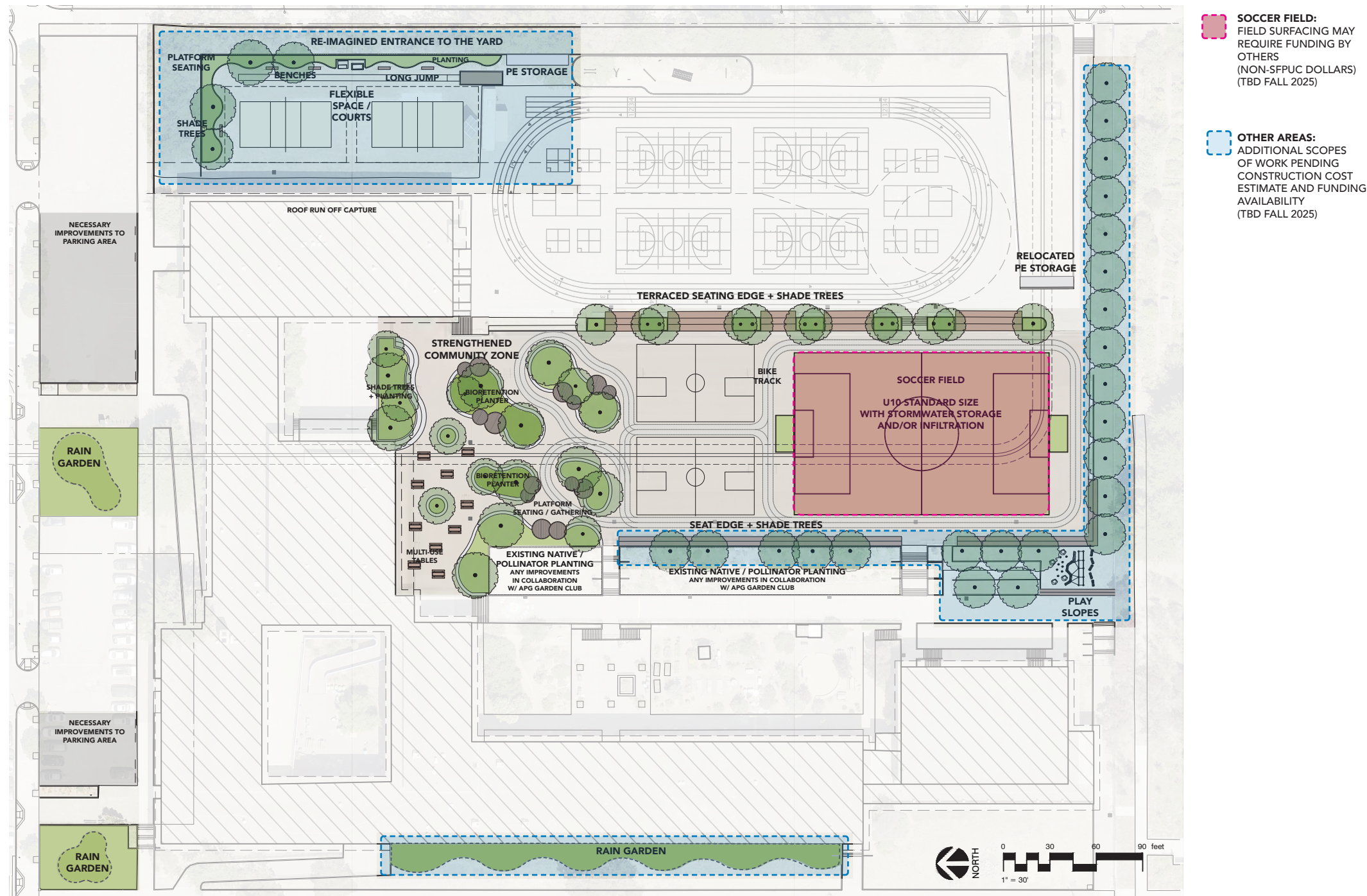
SCHOOLYARD MASSING CONCEPT | A.P. GIANNINI MS GREEN INFRASTRUCTURE PROJECT





## 2i COMMUNITY ENGAGEMENTS | PTSA Final Concept + Funding Notice

As a part of the ongoing collaboration with the community, the design team shared a final update on the A.P. Giannini Schoolyard project. This communication outlines key design updates, funding priorities, and next steps as the project moves into the design phases.



Date of Notice: 5/23/2015

### OBJECTIVES:

- Share concept update and funding priorities with the PTSA community

### DISTRIBUTED CHANNELS:

- PTSA BiWeekly Meetings
- PTSA Social Media
- Principal and Vice Principal

### NOTICE:

Dear APG PTSA Community,

As we near the end of the school year, we would like to share an update on the SFUSD and SFPUC green schoolyard project at AP Giannini Middle School. The APG schoolyard will be redesigned with new landscape features that capture stormwater, add green space, and enhance student experience of the schoolyard. The project has now completed the conceptual design phase. Thank you to those that have provided feedback to the project team on the schoolyard design. We would like to share the final concept design (attached and provided below), and provide the following next steps on this project:

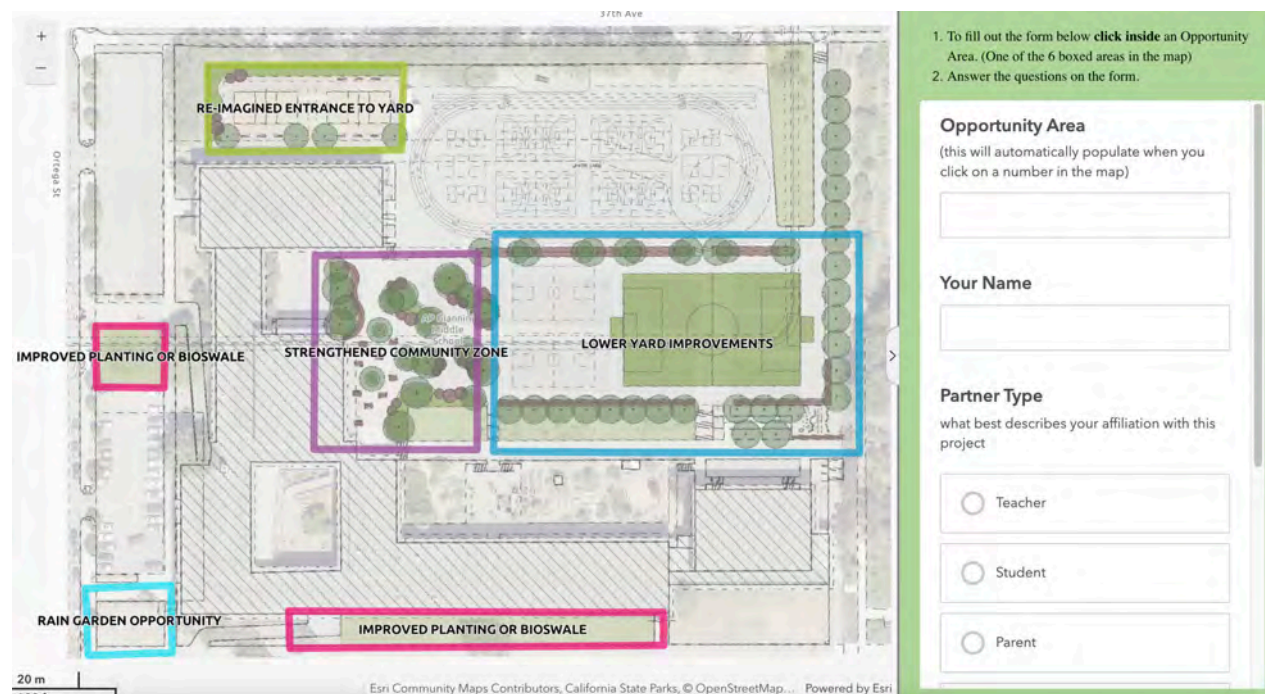
SFPUC and SFUSD will begin detailed design and engineering in Summer 2025 and into 2026. This will include detailed cost estimating. The inclusion of certain project elements, including the proposed soccer field, seating, and shade trees are pending construction cost estimate and funding availability.

- The project team will report back to the school community with project updates in Fall 2025.
- The project is targeting a construction start date of Summer 2027.

For additional information on this project, including community engagement completed so far please visit the website at [www.sfpuc.gov/apgiannini](http://www.sfpuc.gov/apgiannini).



## FLYER:

**LINK** TO WEB SURVEY QUESTIONS AND COMPILED RESPONSES

BASE Landscape Architecture and Brown and Caldwell collaborated to create a web application to share project concepts for stakeholder feedback. The web application is via ESRI ArcGIS Online solution that compiled the data received. Included:

- A landing page with a project overview
- A form-based tool for users to enter input based on selection of a feature or location of interest

## OBJECTIVES:

- To provide an online engagement tool where the extended school community can participate and provide feedback about the concept design

## DISTRIBUTED CHANNELS:

- Emailed to families via The weekly APG parent newsletter
- Sent in Beacon Newsletter
- PTSA BiWeekly Meetings
- PTSA Social Media
- Flyer posted in school
- Available during onsite engagements

## RESPONSES:

- Received 35 total responses
- 30% Parents, 50% Teachers, 10% Students, and 10% Other

## KEY ENGAGEMENT NOTES:

- Overall positive response to the initial concept plan ideas
- Likes that the design represents student activities other than sports, wants ART
- Would like future planting palette to include natives and colorful plants and a strong desire to leave all garden club work as is
- Concern about trash in the current yard, need for more bins
- Small spaces for gathering is supported and highly desired
- Strong support for the soccer field and turf as a multi use space, slight concern for cleaning surface and fencing being played on
- Important to keep the long jump for track and PE
- Full support of tiered seating, especially around sports areas
- Climbing and play slopes are slightly debated, worried about safety, recommendations for slides
- Shade across the community zone is a must
- Hills and slopes for climbing and hide a seek suggested by student



# 2k COMMUNITY ENGAGEMENTS | Existing Site + Key Insights Gathered from all Engagements

## General Yard Observations

- The yard is heavily used, with approximately 1,100 students during lunch
- No shade available
- Limited seating options, most students sit on the ground or concrete slopes
- Lunch tables are at capacity during lunch
- The yard is loud, with no defined quiet areas
- Limited green space
- Overcrowding and dominance of older and male students leave younger students with fewer options

## Safety Hazards:

- Slippery surfaces in the lower and upper yard
- Uneven surfaces and loose gravel in the lower yard cause frequent falls + injuries
- Volleyball courts are uneven and hazardous

## Programming:

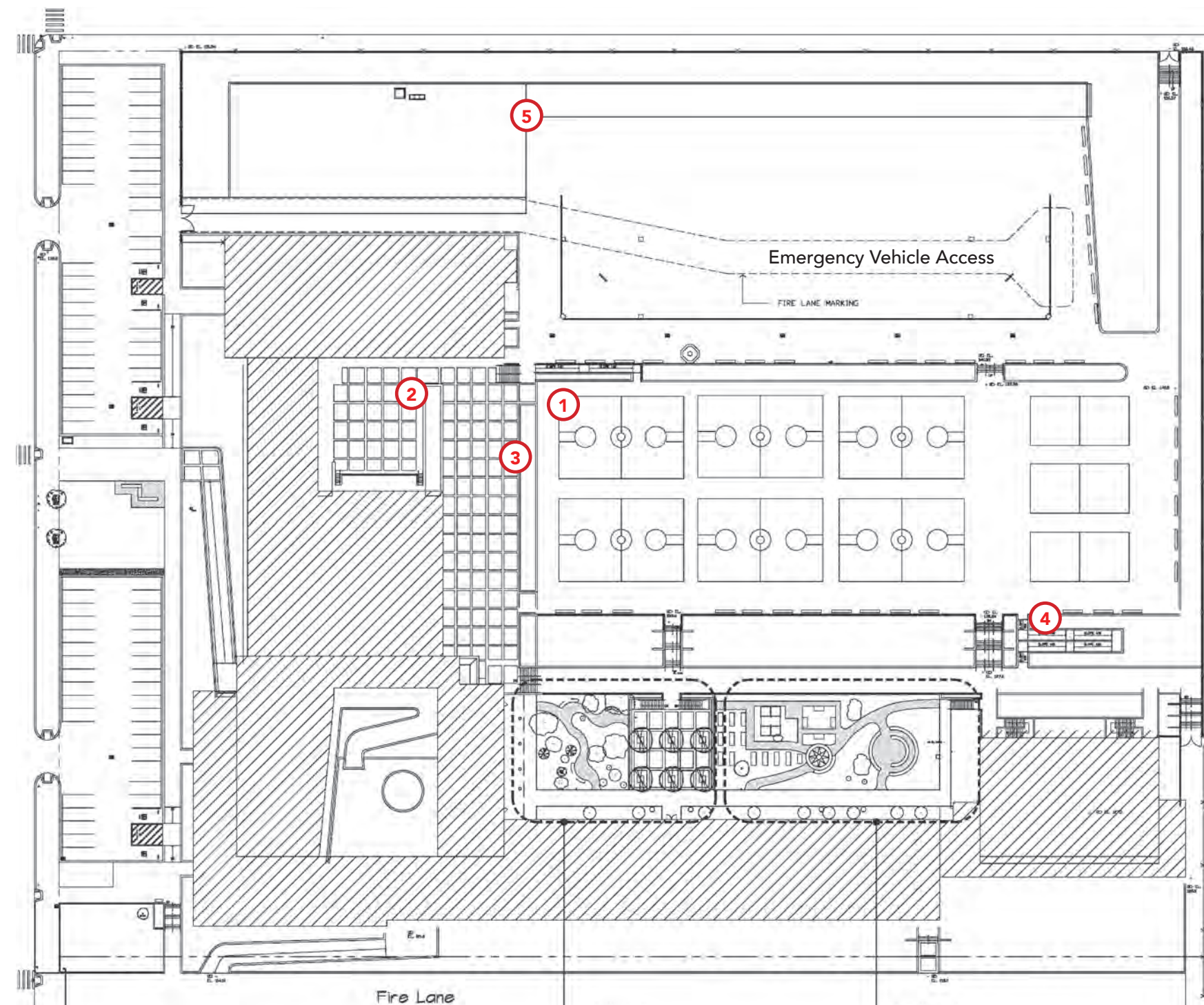
- Need to represent student activities other than sports
- Too many basketball courts, no diversity of play
- PE needs 6 separate areas for class, each approx. the size of 2 basketball courts
- PE activities that require hardscape: Bikes, Ripsticks, Basketball, Pickleball, Tennis, Handball, Floor Hockey, Four Square, Track
- There are activities that can happen in flexible spaces: Dance, Yoga, Workout Circuits, Park Games
- PE staff prefer open, flexible spaces without barriers to accommodate various activities
- Interest in softer surfaces for volleyball, football, soccer, and lacrosse
- Interest in bringing in cross training and the bike program back, but conflicts with other activities
- Creative elements like play slopes and obstacles have been suggested and highly desired
- APG Garden Club would like to be included in future planting efforts, ie plant selection

## Flooding Issues

- Pooling water along the walkway ("Lake APG"), the lower yard, lunch area, and near the long jump

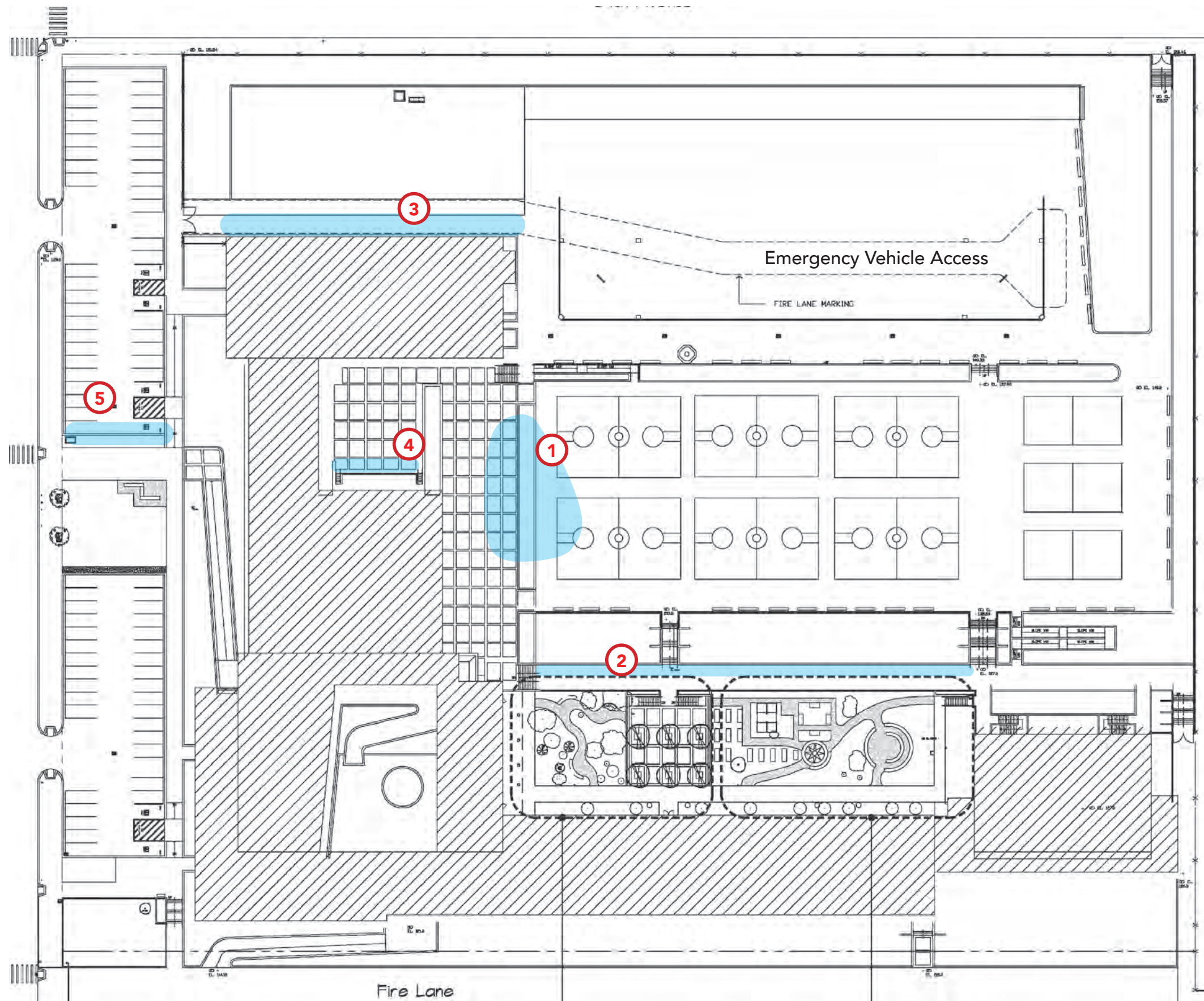
## Accessibility

- A single, long, and steep ramp between levels restricts accessibility
- The current yard equipment storage location leads to crowding at lunch

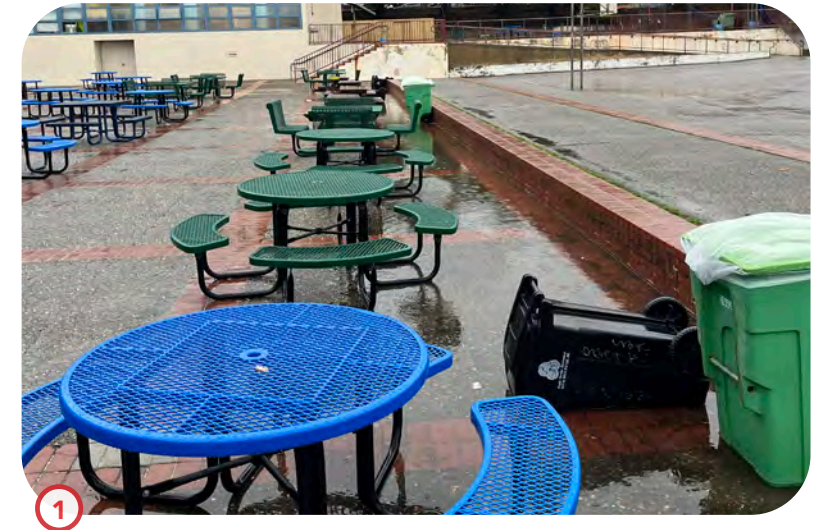




## 21 COMMUNITY ENGAGEMENTS | Identified Local Flooding

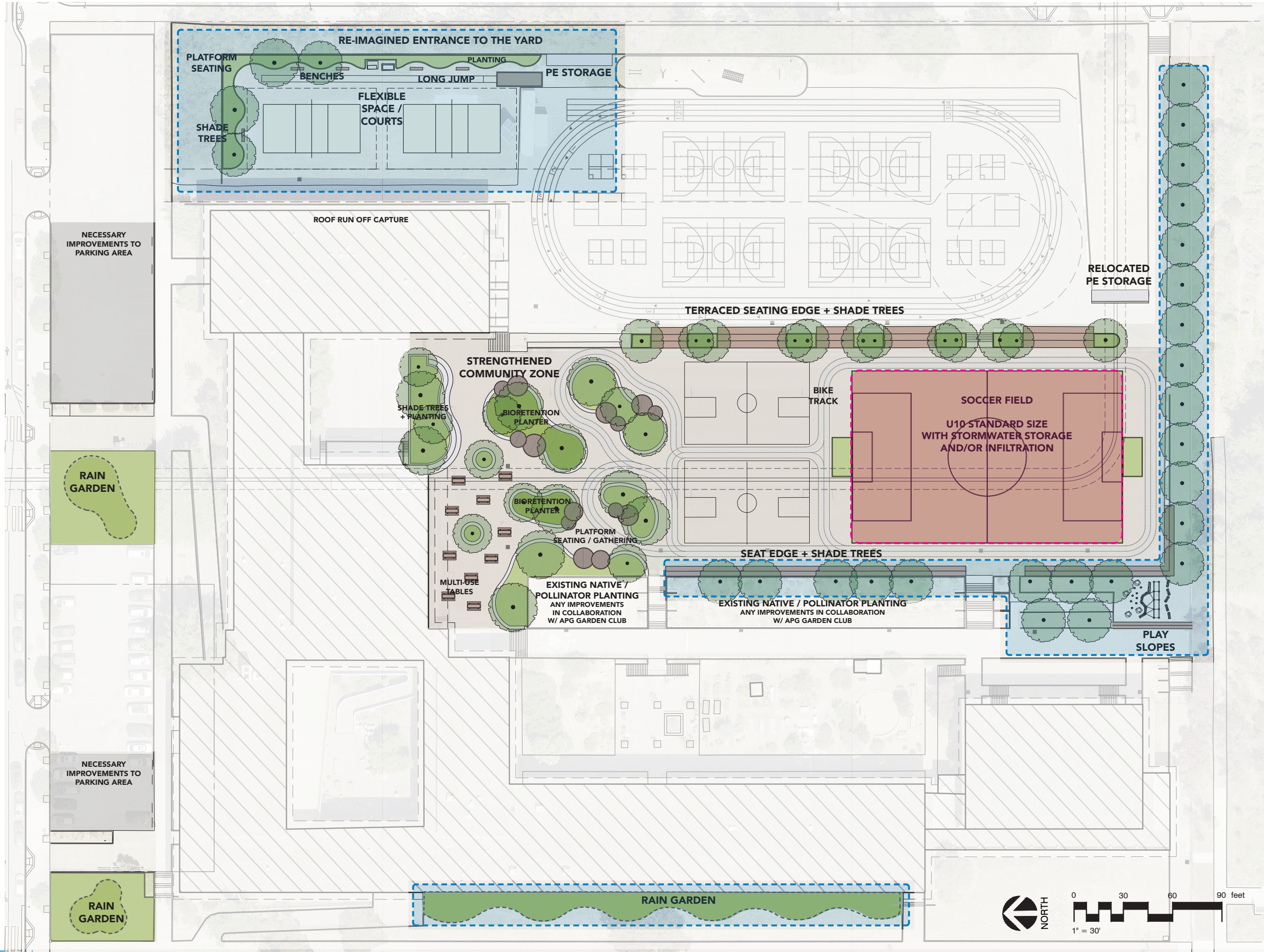


Localized Flooding





CONCEPT PLAN | Schoolyard Final Concept

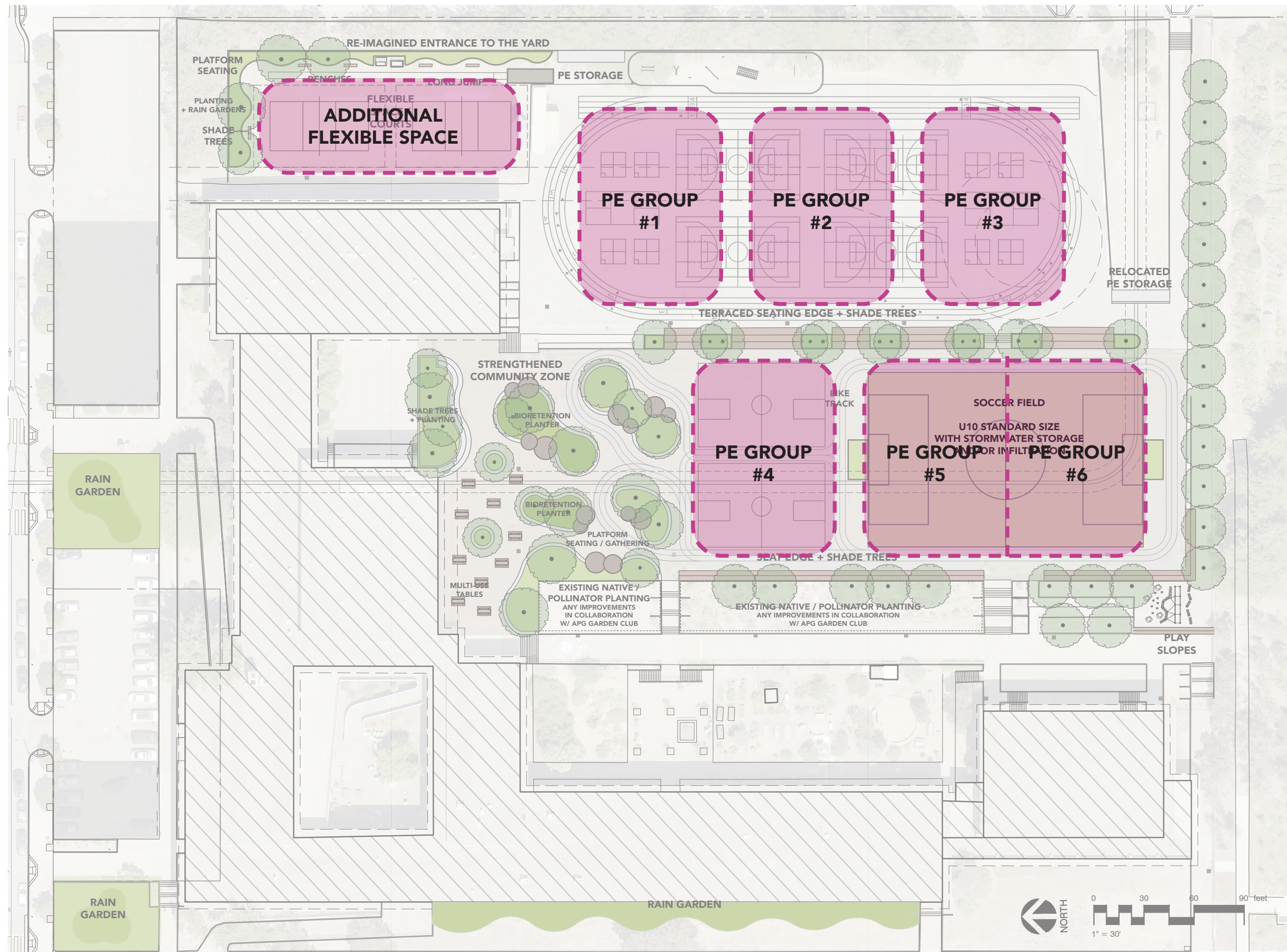


**SOCCER FIELD:**  
FIELD SURFACING MAY  
REQUIRE FUNDING BY  
OTHERS  
(NON-SFPUC DOLLARS)  
(TBD FALL 2025)

**OTHER AREAS:**  
ADDITIONAL SCOPES  
OF WORK PENDING  
CONSTRUCTION COST  
ESTIMATE AND FUNDING  
AVAILABILITY  
(TBD FALL 2025)

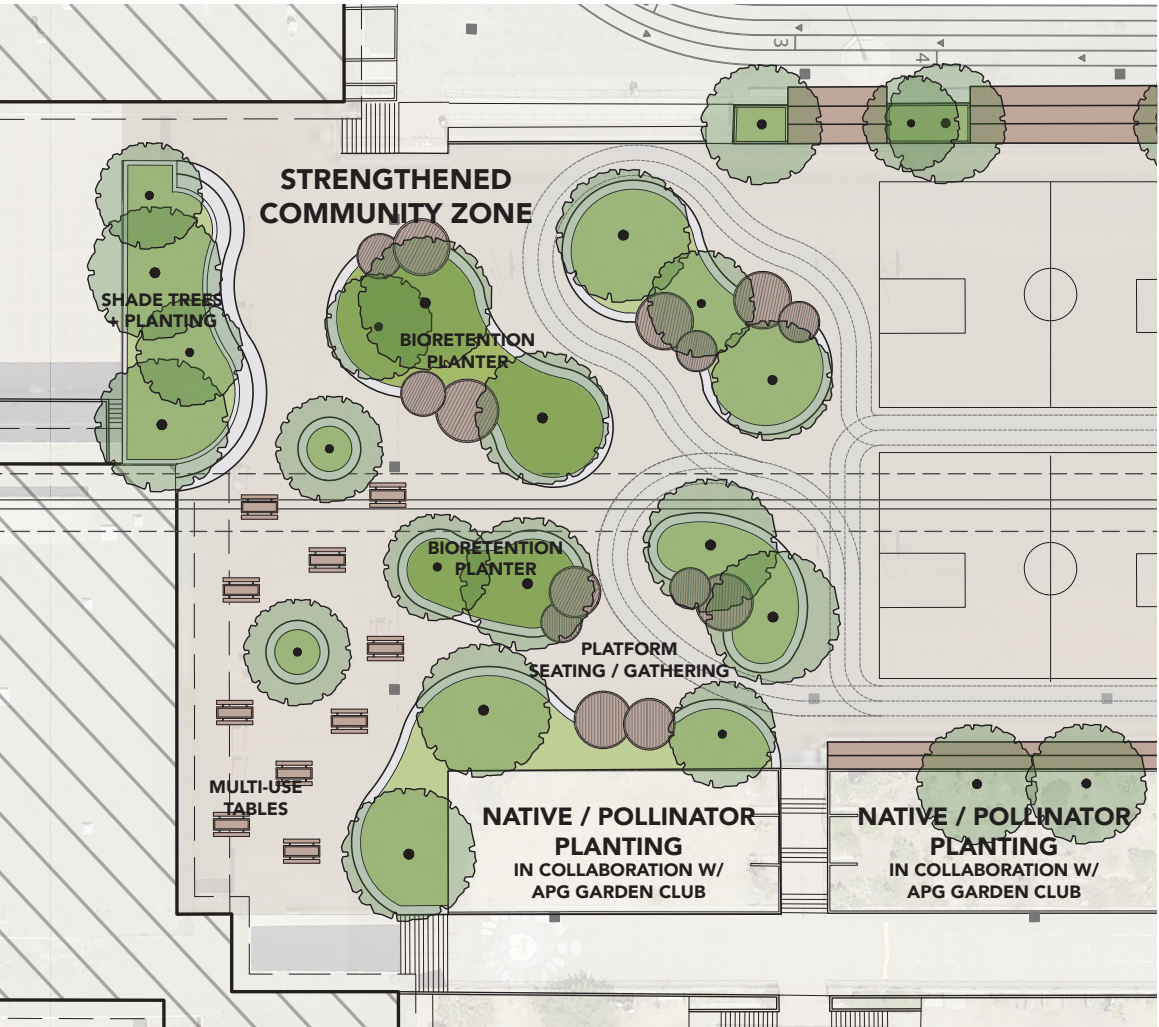


# 3b CONCEPT PLAN | PE Groups





# 3c CONCEPT PLAN ENLARGEMENT | Strengthened Community Zone

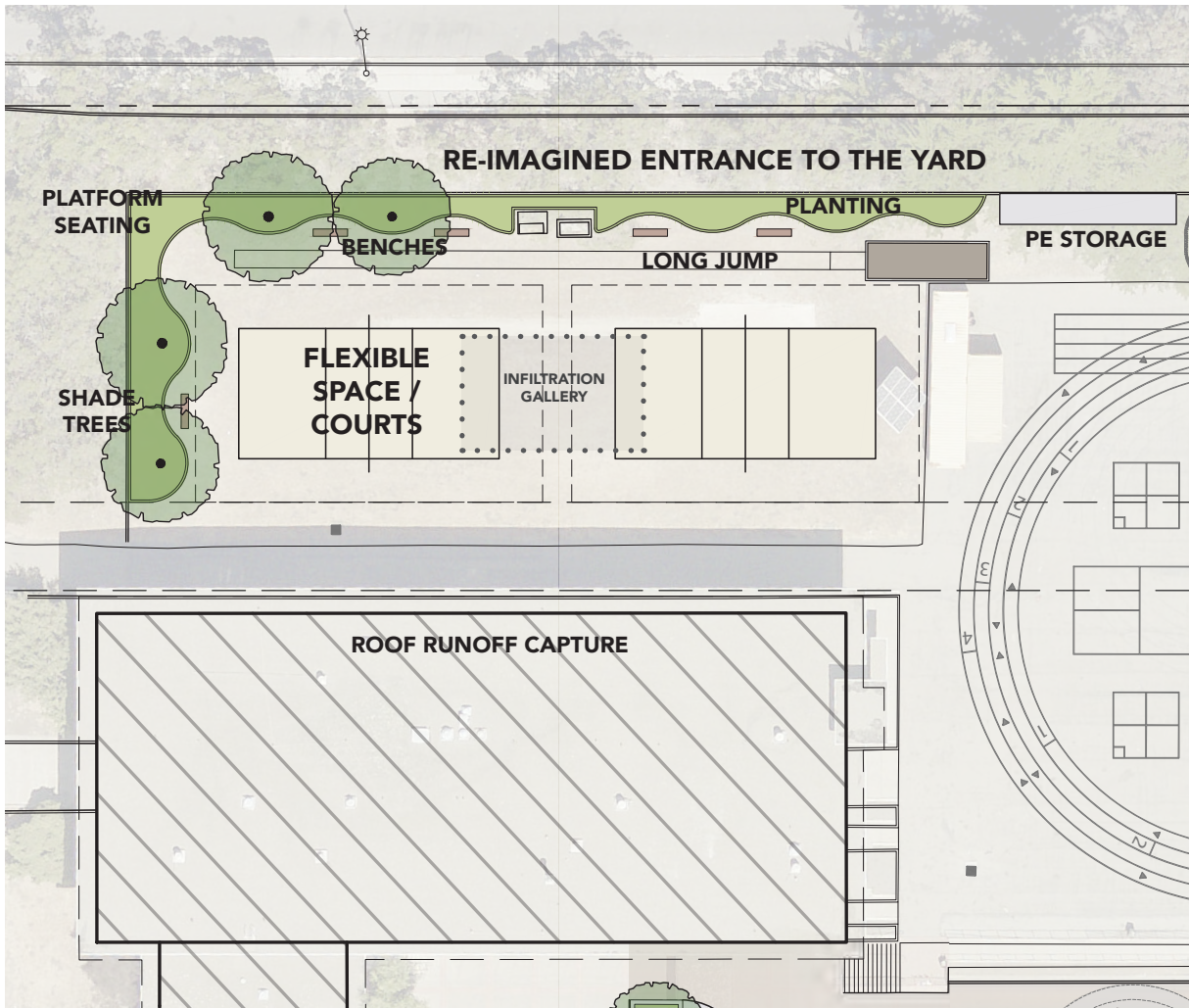


- BIORETENTION PLANTING + STORMWATER INFILTRATION
- EXPAND LUNCH + COMMUNITY AREA
- NEW ASPHALT PAVING
- PROVIDE SHADE TREES
- FLEXIBLE SEATING
- DIVERSIFY SOCIAL SPACES FOR GATHERING + ANNOUNCEMENTS
- PLANTERS WITH SEAT EDGE
- ENHANCE ALREADY ESTABLISHED POLLINATOR GARDEN IN COLLABORATION WITH APG GARDEN CLUB





# 3d CONCEPT PLAN ENLARGEMENT | Re-Imagined Entrance to the Yard



- POTENTIAL INTERNAL DOWNSPOUT DISCONNECT TO INFILTRATION GALLERY UNDER VOLLEYBALL COURTS
- RELOCATED VOLLEYBALL COURTS
- WELCOMING ENTRANCE TO THE YARD
- SEATING AND SHADE
- ALLEVIATE FLOODING ISSUES



EXISTING SITE PHOTOS

## PREFERRED MATERIALS:



CORKEEN -  
SOFT PERMEABLE SURFACING FOR  
VOLLEY BALL COURTS + LONG JUMP RUN,  
CORKEEN IS A NATURAL ALTERNATIVE TO  
RUBBERIZED PLAY SURFACE



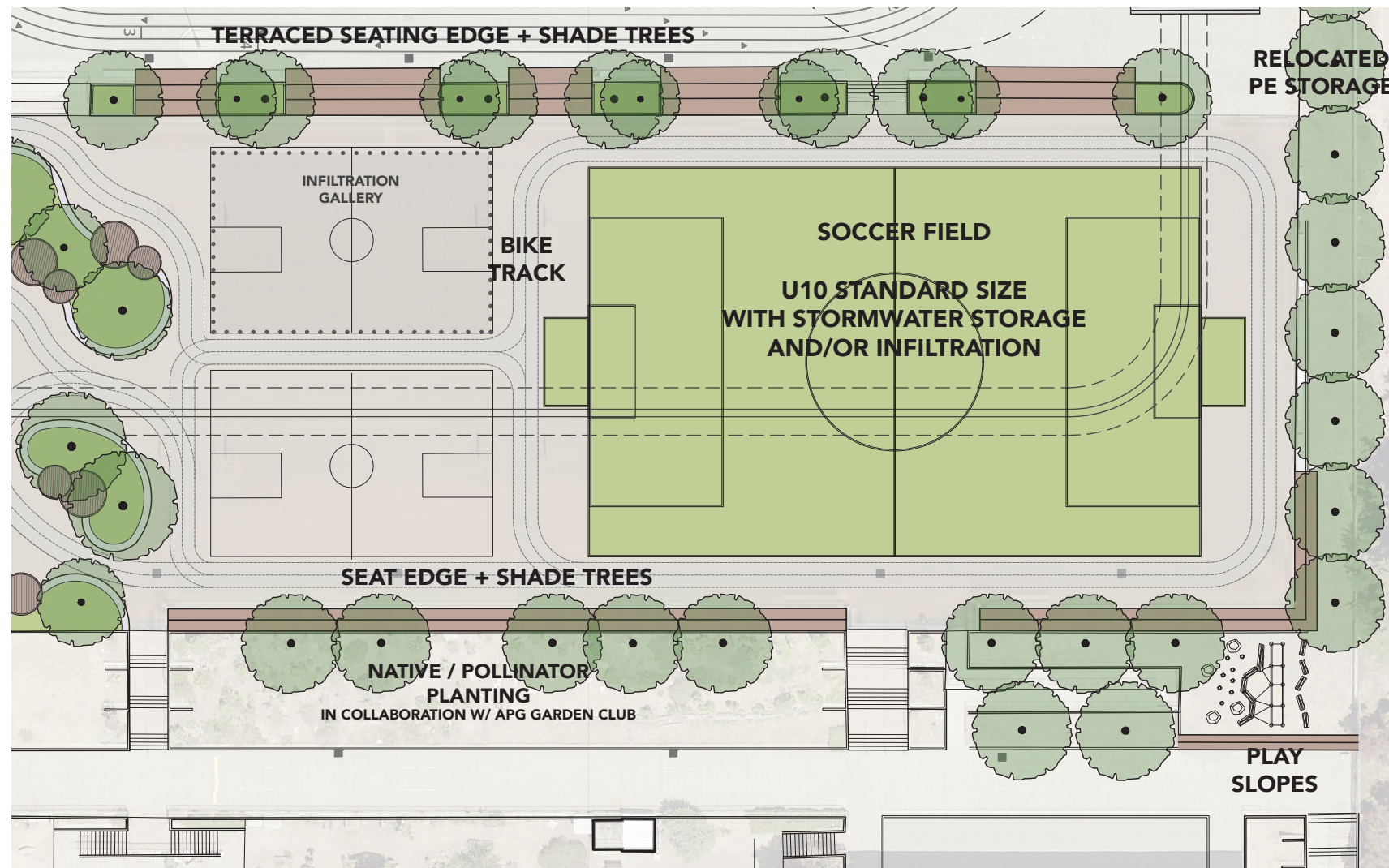
SAND-  
SAND PIT ONLY FOR LONG JUMP LANDING



WOOD FIBAR AS AN ALTERNATIVE



# 3e CONCEPT PLAN ENLARGEMENT | Lower Yard Improvements



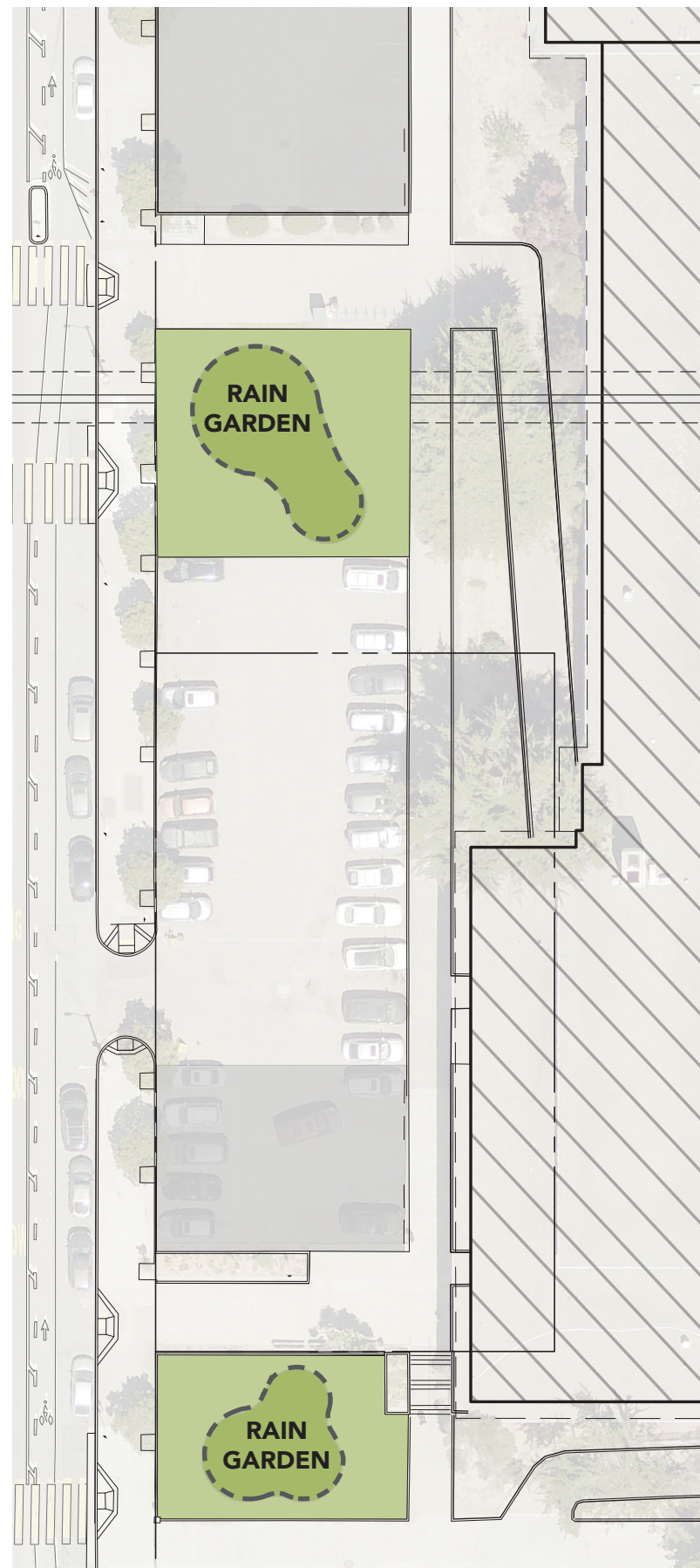
- PROPOSED TURF SOCCER FIELD W/ STORMWATER STORAGE AND/OR INFILTRATION
- INFILTRATION GALLERY COLLECTING RUNOFF FROM UPPER YARD
- MAINTAIN TWO EXISTING BASKETBALL COURTS
- BREAK DOWN EXISTING SLOPE FOR TERRACED SEATING AND SHADE TREES
- EDGE SEATING
- IMPROVED PLANTING, DROUGHT TOLERANT, DURABLE SPECIES
- POTENTIAL PLAY OPPORTUNITY ON EXISTING SLOPE, SUCH AS ROPES OR OBSTACLES



EXISTING SITE PHOTOS







- ALLEVIATE FLOODING ISSUES
- BIORETENTION PLANTING
- CAPTURING ROOF RUNOFF
- ENHANCED SCHOOL ENTRANCE WITH RAIN GARDENS
- OPPORTUNITIES FOR WELCOMING SPACES
- REGRADING OF EXISTING PAVING



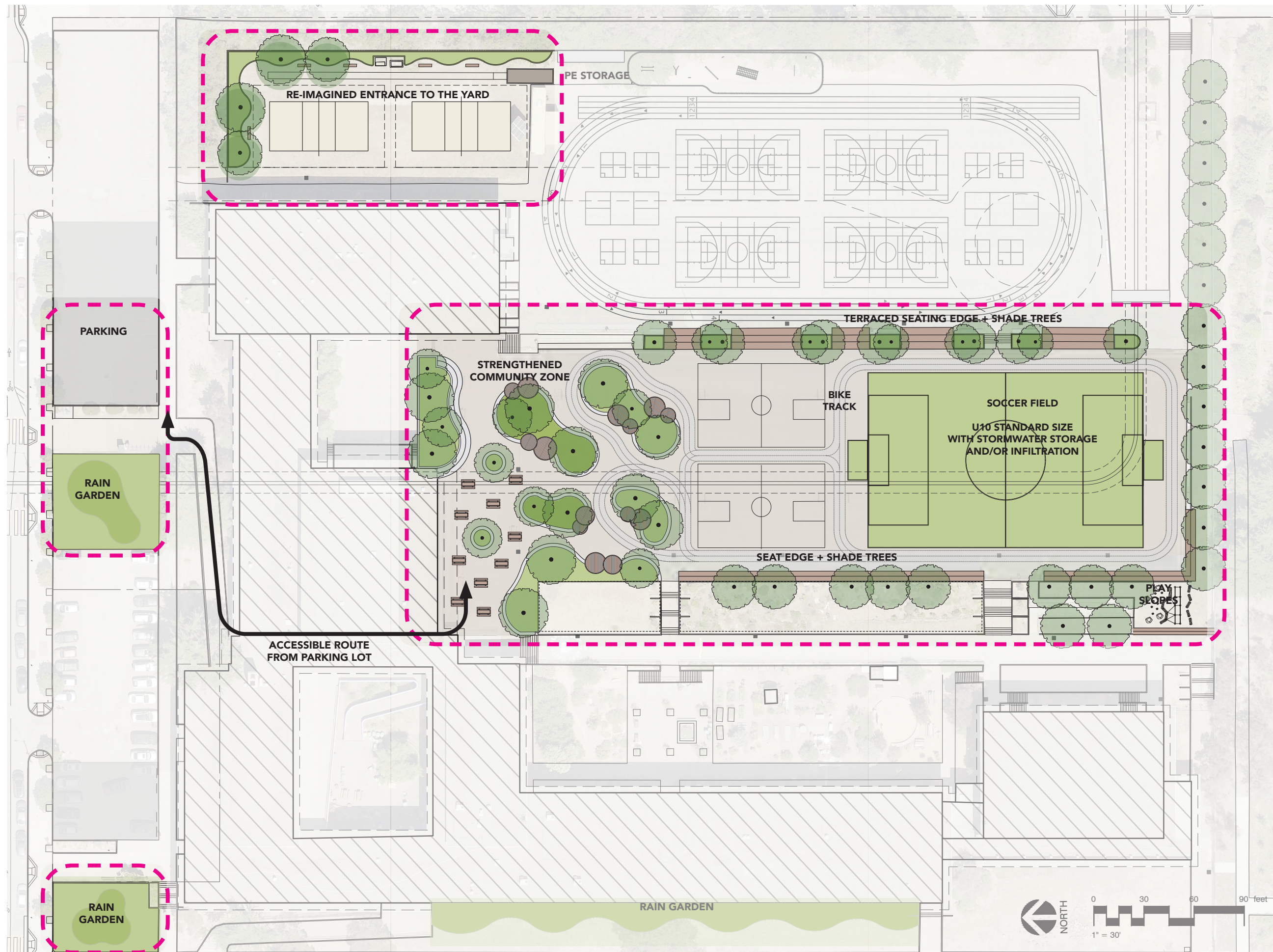
EXISTING SITE PHOTOS



PRECEDENTS



# 3g CONCEPT PLAN | ADA Considerations



## SEATING

- **COMPANION SEATING:**  
REQUIREMENTS FOR CLEAR LEVEL WHEELCHAIR SPACE ADJACENT TO SEATWALLS AND BENCHES
- **ACCESSIBLE MULTI-USE TABLES:**  
AT LEAST ONE END OR SIDE IS REQUIRED TO BE OPEN TO ALLOW WHEELCHAIR TO ROLL UNDER
- **SHADE:**  
AT LEAST SOME ACCESSIBLE SEATING IS LOCATED IN SHADED AREAS

## PATHS OF TRAVEL

- **MINIMUM CLEAR WIDTH:**  
REQUIREMENTS FOR CLEAR LEVEL WHEELCHAIR SPACE ADJACENT TO SEATWALLS AND BENCHES
- **SURFACING:**  
SLIP RESISTANT, NO LOOSE GRAVEL OR DECOMPOSED GRANITE UNLESS STABILIZED
- **MAX SLOPES:**  
MAX 5% RUNNING SLOPE FOR PATHS WITHOUT HANDRAILS, 2% MAX CROSS SLOPE
- **DETECTABLE WARNINGS:**  
WARNING SURFACES OR BARS AT TRANSITION POINTS FOR THE VISUALLY IMPAIRED

## PLAY AREAS

- **TRANSFER PLATFORMS:**  
PLAY STRUCTURE MUST BE ACCESSIBLE VIA TRANSFER POINT / PLATFORM OR RAMP
- **ACCESSIBLE SURFACING** NEEDS TO BE DEEMED ADA COMPLIANT

## PARKING

- **ACCESSIBLE ROUTE FROM PARKING:**  
ALL WATER FOUNTAINS, RESTROOMS, AND GRADING MUST COMPLY WITH ADA STANDARDS ALONG THIS ROUTE



# 4 STORMWATER MANAGEMENT | Stormwater Strategy Diagram

- DMA** DRAINAGE MANAGEMENT AREA
- EXISTING PIPES TO REMAIN
  - EXISTING JUNCTION
  - EXISTING CATCH BASINS
  - PROPOSED PIPELINE
  - PROPOSED CATCH BASINS
  - SHEET FLOW
  - BMP RAIN GARDEN



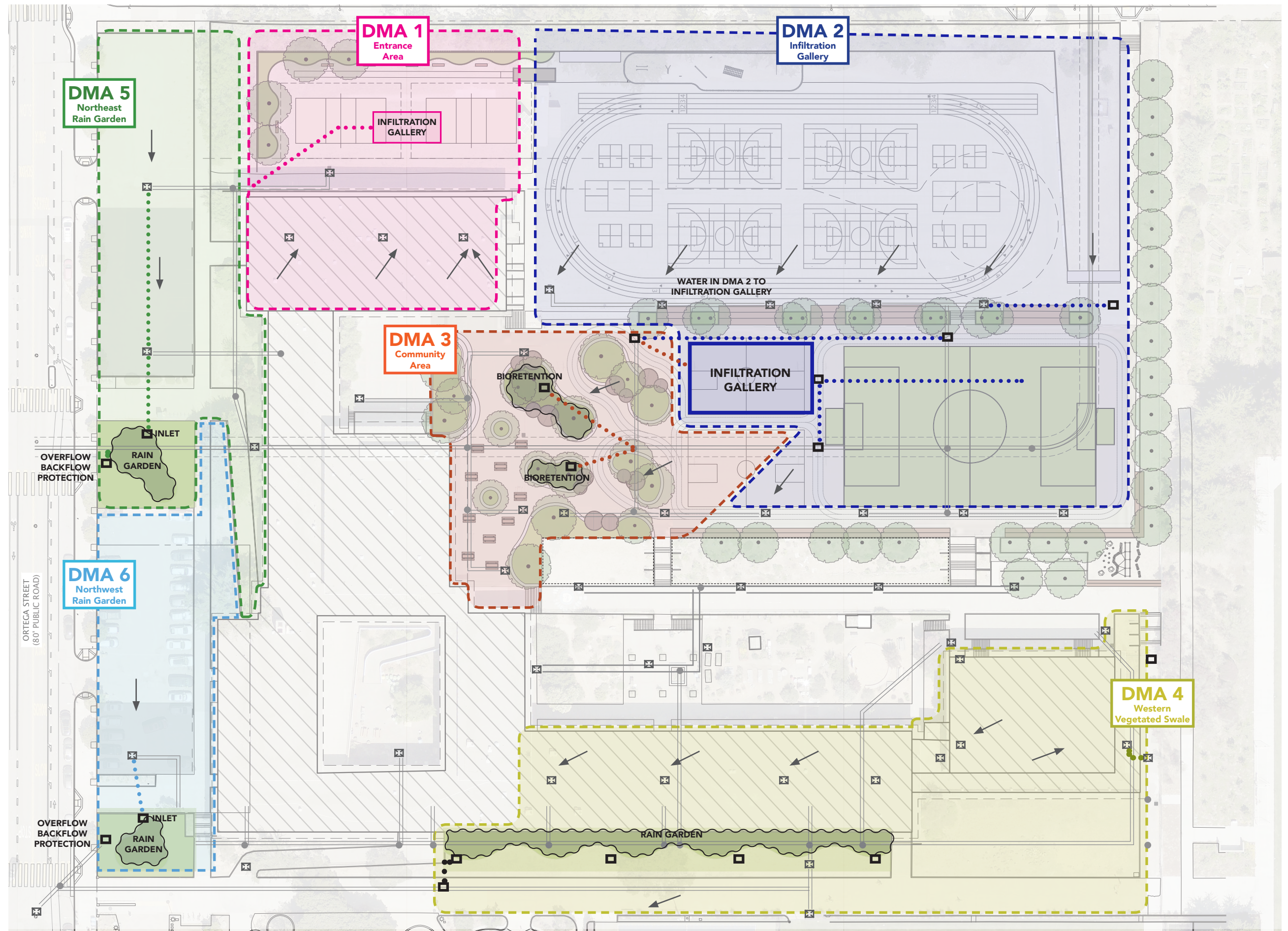
INFILTRATION GALLERY



ROOF DRAIN DOWNSPOUT



RAIN GARDENS





**SFPUC FUNDING USES / LIMITATIONS**

- GREEN INFRASTRUCTURE IMPROVEMENTS
- REPLACEMENT AND/OR RELOCATION OF SFUSD FACILITIES IMPACTED BY CONSTRUCTION OF GI
- PAVING REMOVAL FOR LANDSCAPE

**NEXT STEPS**

- BOND LEADERSHIP COMMITTEE REVIEW OF CONCEPT PLAN
- FINAL COMMUNITY ENGAGEMENT MEETING
- SITE AND DRAINAGE INVESTIGATION/SURVEY
- COST ESTIMATE
- SITE AGREEMENT EXECUTION



# APPENDIX A

## COMPLETE ENGAGEMENT REPORTS





# BACK TO SCHOOL NIGHT SUMMARY

DATE OF EVENT: 9/24/2024

TIME: 5:30-8:00PM

## ATTENDANCE:

Jimmy Fu, SFPUC

Rosey Jencks, Brown and Caldwell

Vincent Mazzaferro, SFPUC

Patricia Algara, BASE Landscape Architecture

Hannah Greendorfer, BASE Landscape Architecture

## POPULATION REACHED:

During the APG Back to School Night engagement event, we mainly connected with parents, along with a few students and their siblings. We also had the opportunity to meet a couple of former APG employees as well as parent volunteers.

## CONSIDERATIONS/CONCERNS:

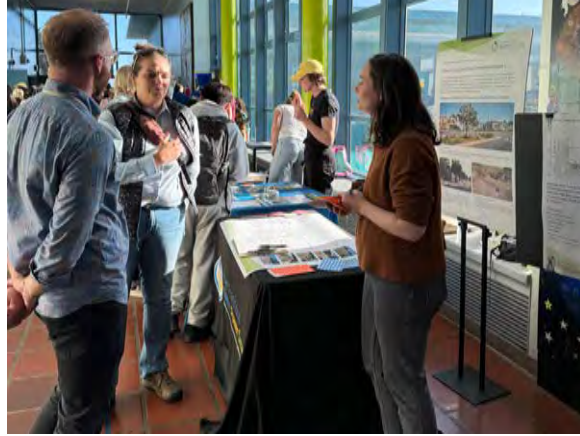
While the event served as a good first introduction of the SFPUC green infrastructure project to the school community, it was challenging to engage with attendees due to the short 5 minute passing periods between sessions. As a result, we primarily received responses from parents rather than students and the most engagement occurred in the beginning of the event. Unfortunately, almost no teachers or administrators were available for feedback, as most were occupied with their Back to School Night duties and in the classrooms.

---

## PHOTOS FROM THE EVENT:



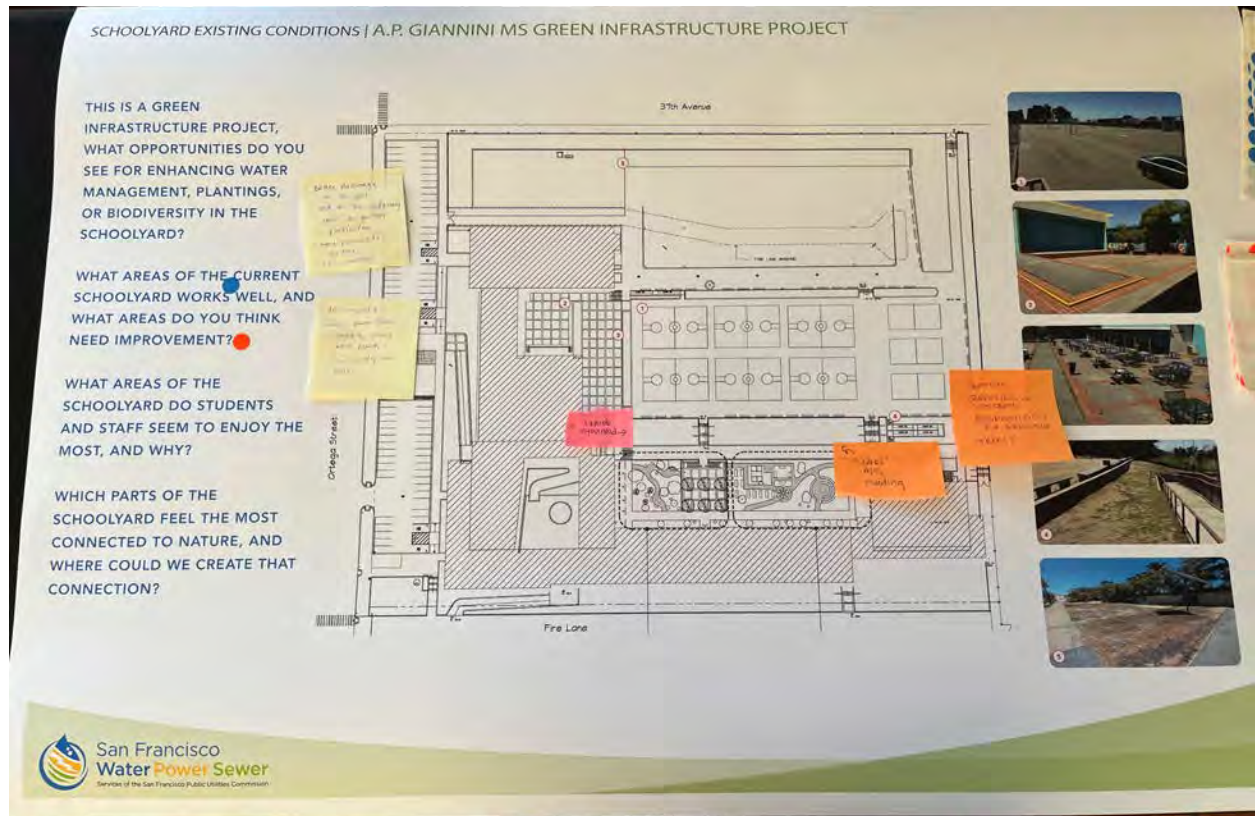






## GENERAL FEEDBACK RECEIVED AND POSTER BOARDS:

Feedback was documented with post it notes and sticky dot voting, as well as notes taken by those in attendance. The **BLUE** dots are LIKE and **ORANGE** stickers are DISLIKE



### EXISTING CONDITIONS

- Better drainage in the yard and on the walkway above the garden in particular. This area is often called "Lake APG" on rainy days
- More permeable surfaces and less concrete was heard several times
- Need more ways to capture rainwater and prevent flooding
- More shade trees but also it's VERY windy on site
- Pollinator garden located northwest of the existing garden was just planted. A volunteer grandmother of a student comes every week to maintain and water
- Lack of seating in the current yard





## INTERACTIVE LEARNING AND GATHERING SPACES

- There were several people that agreed there needs to be more available seating in the courtyard and would ideally like them arranged in clusters
- Flexible areas that can serve both groups and individuals was mentioned
- Outdoor learning as shown in the top row was very popular
- Creative edging and seating seemed to be exciting for people
- Free exploration during open play times was also discussed as something to consider in the design





## SUSTAINABILITY AND REFLECTING THE LOCAL ENVIRONMENT

- The more natural the courtyard can be the better
- Pollinator planting, shade opportunities, and vertical gardens were of interest
- Creative ways of water capture seemed to be exciting to participants
- Seating in and around shade was highly desired
- Seemed to be an interest in interacting with water on site





## ACTIVE PLAY

- Energetic play with lots of room to be active was highlighted
- Obstacle courses with varying terrain, ie up slopes was very popular
- Tennis tables and outdoor games also drew lots of attention
- The skate opportunities were highly desired by students but parents had concerns about this activity
- Ziplines were added as an option as was more exciting ground textures like bouncy materials
- A few people were interested in talking more about the soccer field but it didn't seem to be the biggest draw





# COMMUNITY MEETING #1 SUMMARY

DATE OF EVENT: 11/12/2024

TIME: 6:30-8:00PM

## ATTENDANCE:

Representatives from San Francisco Public Utilities Commission: Will Logsdon + Mary Tienken

Representatives from BASE Landscape Architecture: Patricia Algara + Hannah Greendorfer

Representative from Brown and Caldwell: Rosey Jencks

San Francisco Unified School District (SFUSD) – Parents + Administrators

Representatives from the AP Giannini Site Committee

## MEETING GOALS:

To present the project and a summary of the engagement to date. To provide an opportunity for participants to share their ideas and hopes for the space. To gain feedback and validate the assumptions and ideas gathered throughout the engagement process thus far.

## CONSIDERATIONS:

Overall, Community Meeting #1 successfully achieved meeting goals. The participants provided helpful feedback and validated the assumptions and ideas gathered throughout the engagement process thus far. However, it is important to note the representation at the meeting: the majority of the attendees were parents, along with a few school administrators. There were no teachers or students present, which presents an opportunity to engage with these critical stakeholder groups in future meetings to ensure their perspectives are incorporated into the process.

## ATTACHMENTS:

PDF Export of MIRO Board Comments from Community (pg. 5-10)

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## PRESENTATION SUMMARY:

### Introduction and Project Overview

**Presenter:** Will Logsdon (SFPUC)

- Objectives:
  - Introduce Green Infrastructure (GI) as a way to manage stormwater and adapt to increasing climate change impacts
  - Green Infrastructures role in reducing stormwater entering the sewer system, which is critical during major storm events
- Green Infrastructure Techniques:
  - Use of vegetation and permeable surfaces to capture and slow stormwater
  - GI can be integrated with recreational spaces in schoolyards: examples include rain gardens, permeable pavement, and other bioretention areas



- Encouragement of creative designs for stormwater capture that complement APG's existing and future uses, while acknowledging funding limitations for non-GI related amenities
- Context in SFUSD:
  - SFUSD properties have significant amounts of hardscape (asphalt, concrete) with minimal green spaces, which can look like industrial environments rather than enriching educational spaces
  - GI has been implemented in past SFUSD projects, such as Lafayette Elementary, where rain gardens and nature play, areas were introduced to be both functional and nice aesthetically
  - **The APG project marks the first SFPUC led capital project within SFUSD for green schoolyards, reflecting a milestone in the partnership and a template for future efforts**

## Past Engagement Summary and Existing Conditions

**Presenter:** Patricia Algara (BASE Landscape Architecture)

- Community Engagement to Date:
  - Multiple site visits to APG for initial assessments
  - Engagements at Back to School Night and the Principal's Tea, where community members were introduced to the project and shared initial input
  - Meetings with the school's Site Committee, group of school staff, parents, and teachers
- Main Themes from Initial Engagements:
  - **Excessive Hardscape:** The schoolyard is dominated by hard surfaces, with minimal green space and several underutilized areas
  - **Limited Play Opportunities and Programming:** Large asphalt areas and an overabundance of basketball courts reduce space for diverse play and activities
  - **Lack of Shade:** Few natural or shaded areas exist, impacting comfort and usability for various activities

---

## COMMUNITY FEEDBACK SUMMARY:

### Feedback from Community Meeting

**Method of Collecting Input:** MIRO Board

**Link to Board:** [https://miro.com/app/board/uXjVLJvNOOk=](https://miro.com/app/board/uXjVLJvNOOk=/) (also PDF attached to this summary pg. 5-9)

**Presenter:** Patricia (BASE Landscape Architecture)

### Underutilized/ Challenging Spaces Identified

- **Lower Yard:**
  - Limited play opportunities and experiences, excess basketball courts
  - Insufficient seating and gathering areas
  - Too much asphalt



- Lack of shade and exposure
- **Lunch Area:**
  - Too much concrete
  - Insufficient shade and seating, reducing comfort for students
  - Overall uninviting space for groups
- **Long Jump Area:**
  - Uninviting and underutilized zone
  - Lack of shade
  - Minimal recreational value, singular recreational activity
- **Stage Area:**
  - Limited shade, reducing usability during sunny or hot weather days
  - Currently an underutilized with potential for planting
- **Slopes and Walkway ("Lake APG"):**
  - Frequent flooding disrupts pathways, garden areas, and courts
  - Poor stormwater management reduces accessibility and impacts usability

### Programming

- **Recreation and Sport Courts:**
  - Strong desire for a soccer field, SFPUC in discussion with District about feasibility
  - Basketball courts are popular among students, though there are concerns about monopolization by older grades, leaving younger students with fewer options
  - Requests to diversify play opportunities other than basketball:
    - Volleyball on grass or non asphalt surfaces
    - Climbing and bouldering structures
    - Obstacle courses (maybe on slopes) for varied physical engagement
  - Flexible spaces for PE and mixed recreational activities using permeable and colorful surfaces
  - Suggestions for Special Education programming with inclusive play structures, soft surfaces and sensory activities like yoga, spinners, or quiet areas
  - Input to improve underutilized areas for sports like wall ball and reconsider the long jump area
  - Track becomes slippery when wet, causing falls, needs improvement for safety?
- **Gathering:**
  - Need for more seating areas with shade for eating and gathering at lunch area
  - Interest in creating shaded, intimate zones for small group interactions as well as larger groups, need for flexibility
  - Desire for less formal seating opportunities
  - Improve abandoned areas (e.g., old beehive zone) to make them inviting and safe for gathering/community spot
  -

### Green Infrastructure

- **Stormwater Management:**
  - Excitement for adding permeable paving to reduce runoff and manage stormwater, especially in areas prone to flooding, such as "Lake APG"



- o Interest in incorporating visual elements, like streams or other water infrastructure, into the design for educational and aesthetic value
- **Green Space Improvements:**
  - o Increase the number of trees to provide shade for comfort and aesthetic
  - o Create “green zones” for informal sports and multi-use activities
  - o Replace hardscape with diverse planting areas, encourage native planting that is easier to maintain and environmentally friendly
  - o Suggestions to use slopes for planted areas, flat spaces for flexible uses
  - o Address neglected planting areas and restore dead or overgrown vegetation with new, irrigated plants

#### Feedback on Maintenance and Plant Durability

- Trampling and plant damage concerns, past issues noted with rain gardens being damaged at Lafayette Elementary due to heavy student use
- Mitigate plant damage included using logs, boulders, raised planters, and resilient plant species
- Raised planters and boulders may separate play and planted areas to ensure better plant survival and interaction with nature
- Trash management was discussed as an issue on site
- SFPUC will maintain stormwater assets (e.g., rain gardens, permeable surfaces) as part of their capital infrastructure responsibility

#### Additional Community Feedback and Questions

- Accessibility Requests:
  - o Suggestion for an accessible ramp from the lower yard to the garden to facilitate easier transportation of materials/wheelbarrows for garden days
  - o A need for SPED friendly or dedicated activities
- West Side of School Property:
  - o Concerns about an area where mature trees were previously removed, potentially due to root intrusion and associated flooding issues
  - o Community requested that this area be included in landscaping efforts, with added trees and plantings for both ecological and aesthetic improvement

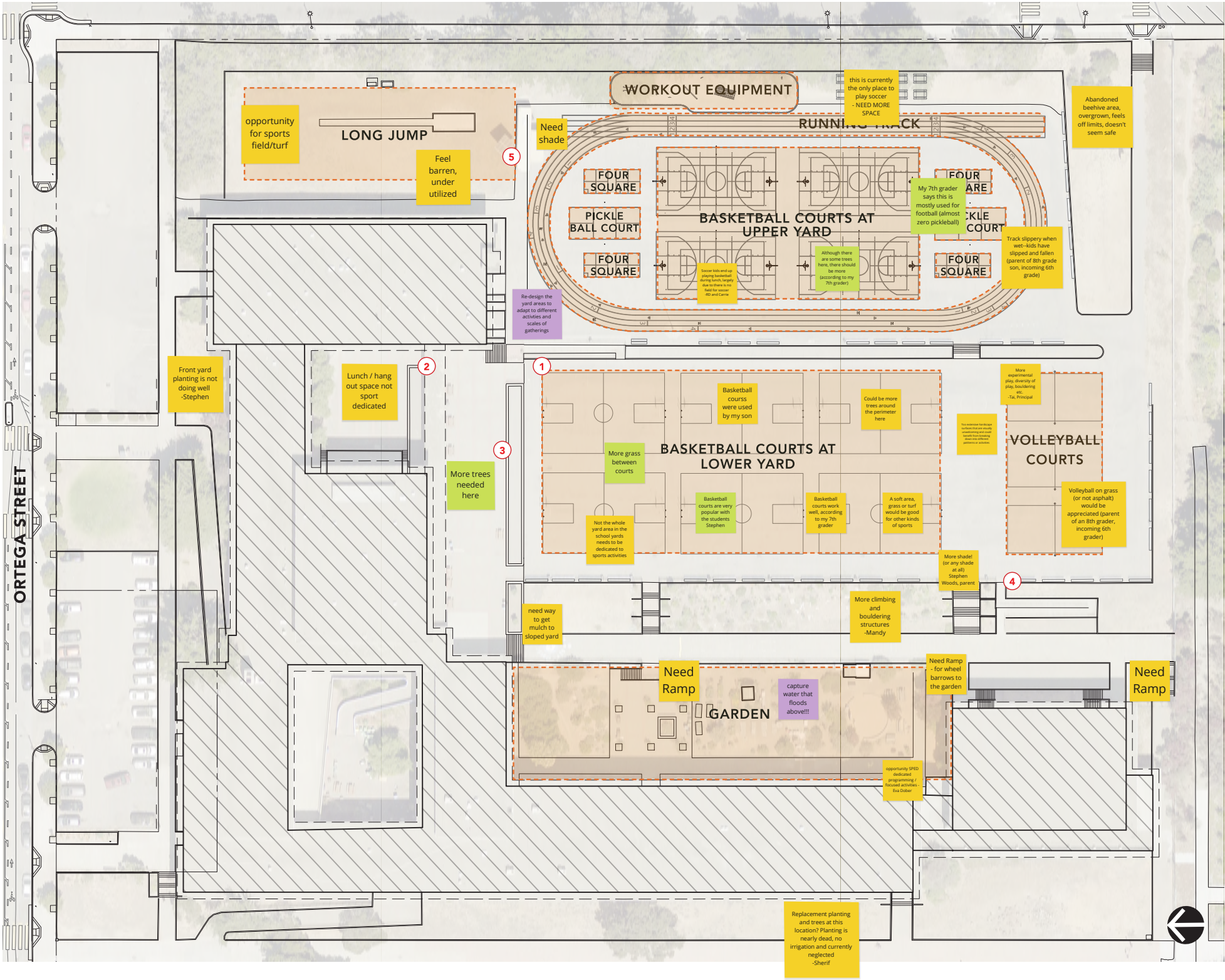
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#### NEXT STEPS / ACTION ITEMS:

- **Continued Feedback Collection:** Community members encouraged to visit website and follow project development, email with feedback, participate in future community meetings and engagement opportunities
- **Documenting Comments:** All feedback will be reviewed, including suggestions for green spaces, seating, play areas, programming needs, and shaded gathering spots
- **Student Engagement:** A plan will be developed to gather more specific feedback from students on their preferences for play and learning spaces



# EXISTING CONDITIONS | A.P GIANNINI MS GREEN INFRASTRUCTURE PROJECT



#	EXISTING ACTIVITY
4	BASKETBALL COURTS AT UPPER YARD
6	BASKETBALL COURTS AT LOWER YARD
3	VOLLEY BALL COURTS
1	RUNNING TRACK
5	OUTDOOR WORKOUT EQUIPMENT
1	LONG JUMP
8	FOUR SQUARE COURTS
6	PICKLE BALL COURTS

1) WHAT AREAS OF THE CURRENT SCHOOLYARD WORKS WELL, AND WHAT AREAS DO YOU THINK NEED IMPROVEMENT?

Comment + School Affiliation

2) WHAT AREAS OF THE SCHOOLYARD DO STUDENTS AND STAFF SEEM TO ENJOY THE MOST, AND WHY?

Comment + School Affiliation

3) THIS IS A GREEN INFRASTRUCTURE PROJECT, WHAT OPPORTUNITIES DO YOU SEE FOR ENHANCING WATER MANAGEMENT, PLANTINGS, OR BIODIVERSITY IN THE SCHOOLYARD?

Comment + School Affiliation

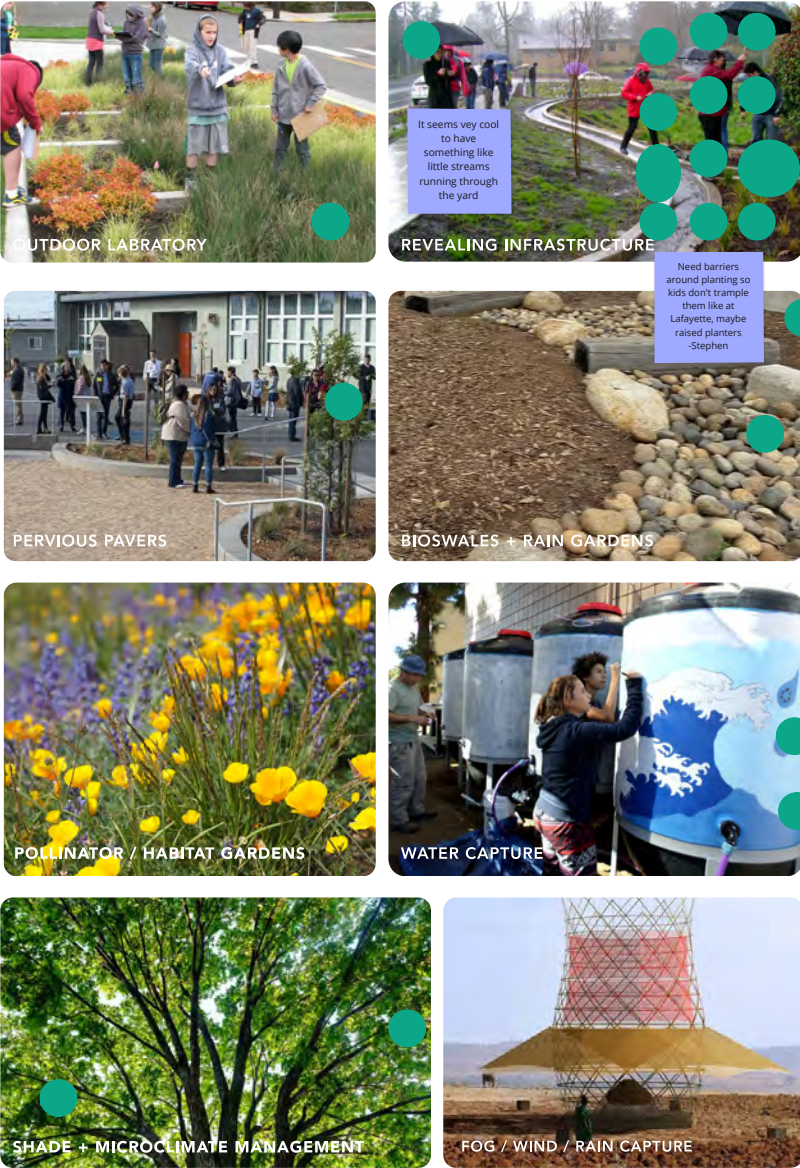


# PRECEDENTS | A.P GIANNINI MS GREEN INFRASTRUCTURE PROJECT

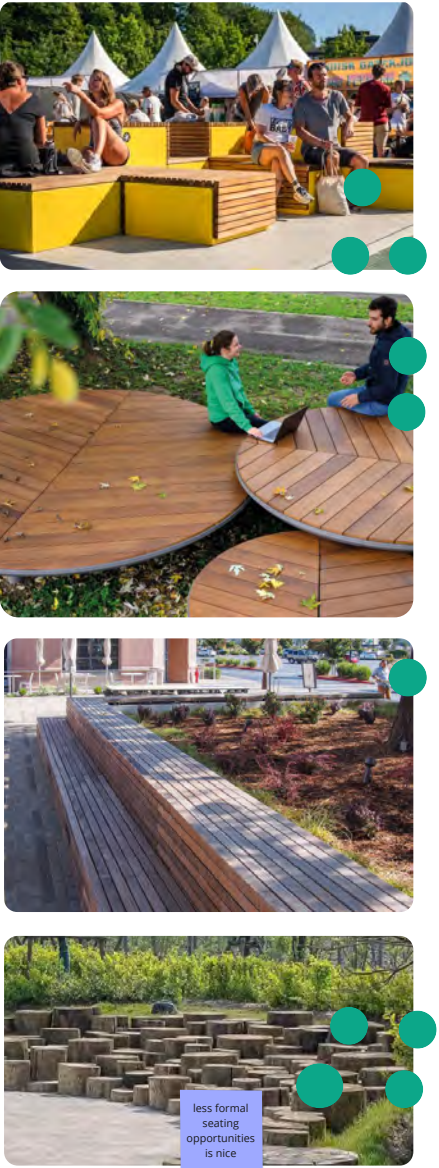
## ACTIVE PLAY



## GREEN INFRASTRUCTURE / STORMWATER MANAGEMENT

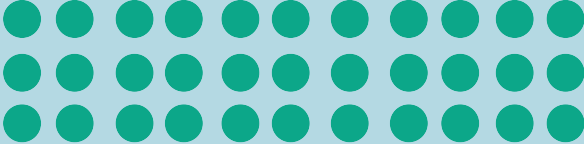


## GATHERING + SEATING SPACES

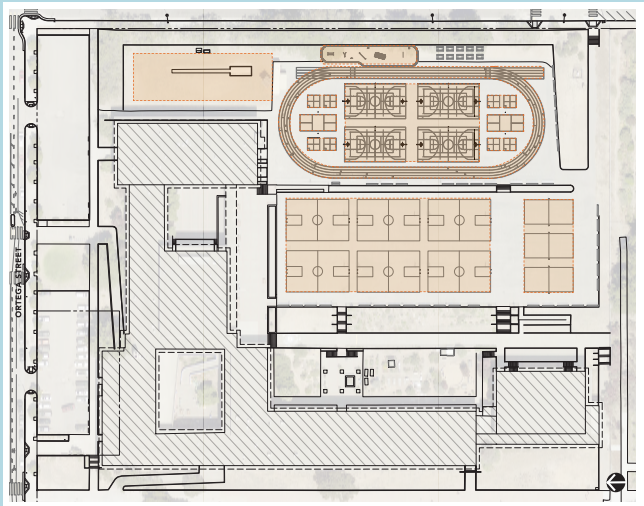


### Discussion Questions (5 mins)

#### HIGHLY DESIRED

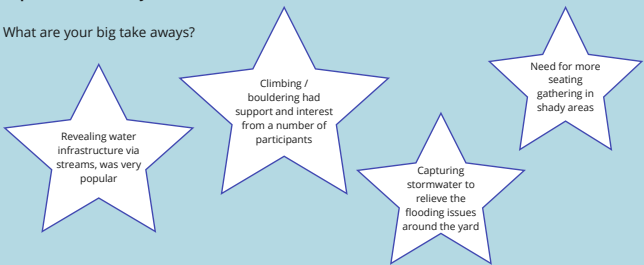


#### ADDITIONAL COMMENTS:



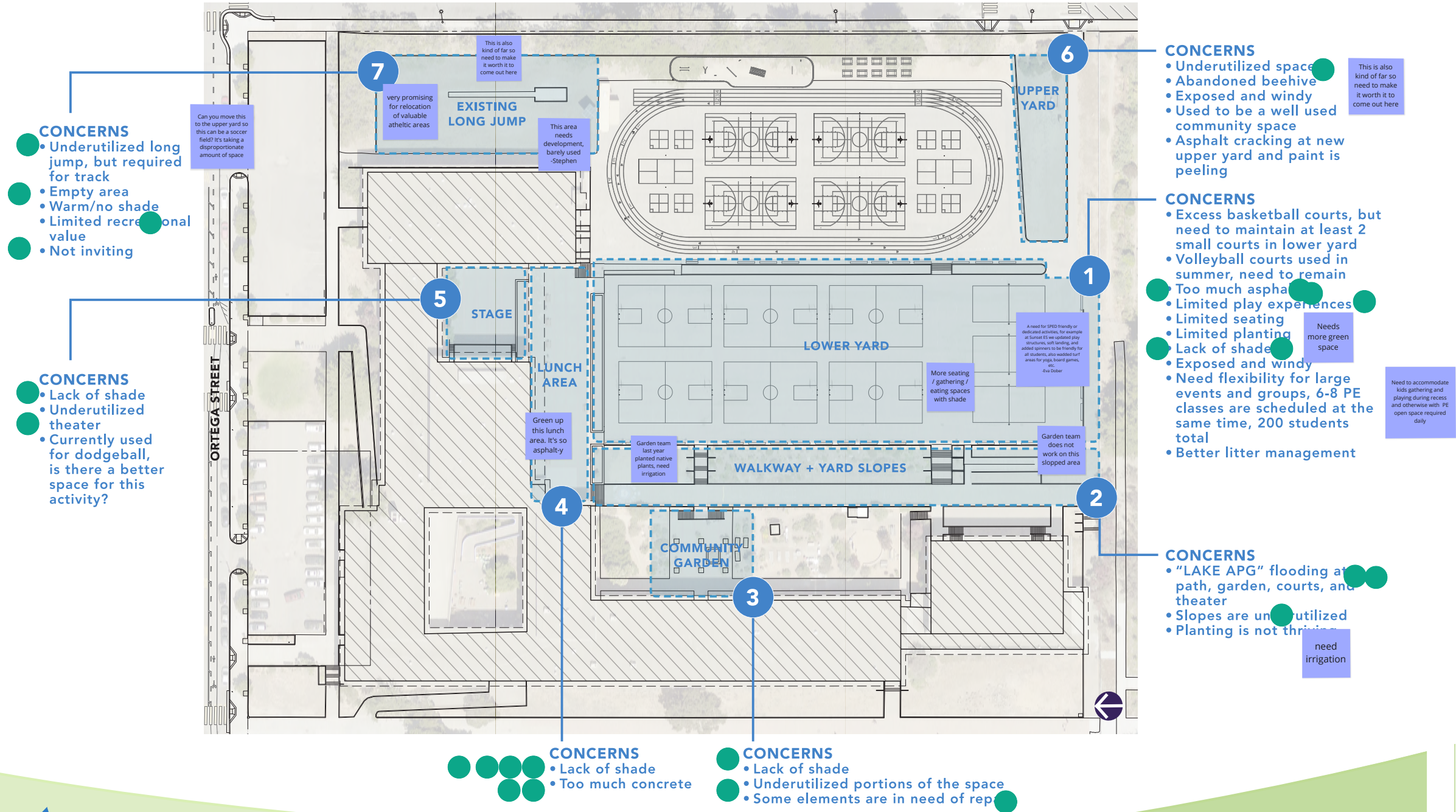
### Report Out Summary

What are your big take aways?





# WHAT WE'VE HEARD | A.P GIANNINI MS GREEN INFRASTRUCTURE PROJECT



**Discussion Questions (5 mins)**

**HIGHLY DESIRED**

**ADDITIONAL COMMENTS:**

Comment + School Affiliation	Comment + School Affiliation	Comment + School Affiliation	Comment + School Affiliation	Comment + School Affiliation
Comment + School Affiliation	Comment + School Affiliation	Comment + School Affiliation	Comment + School Affiliation	Comment + School Affiliation

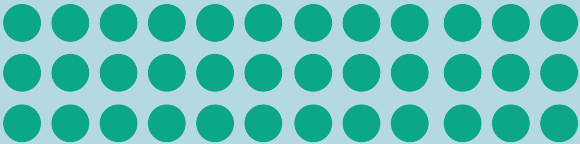
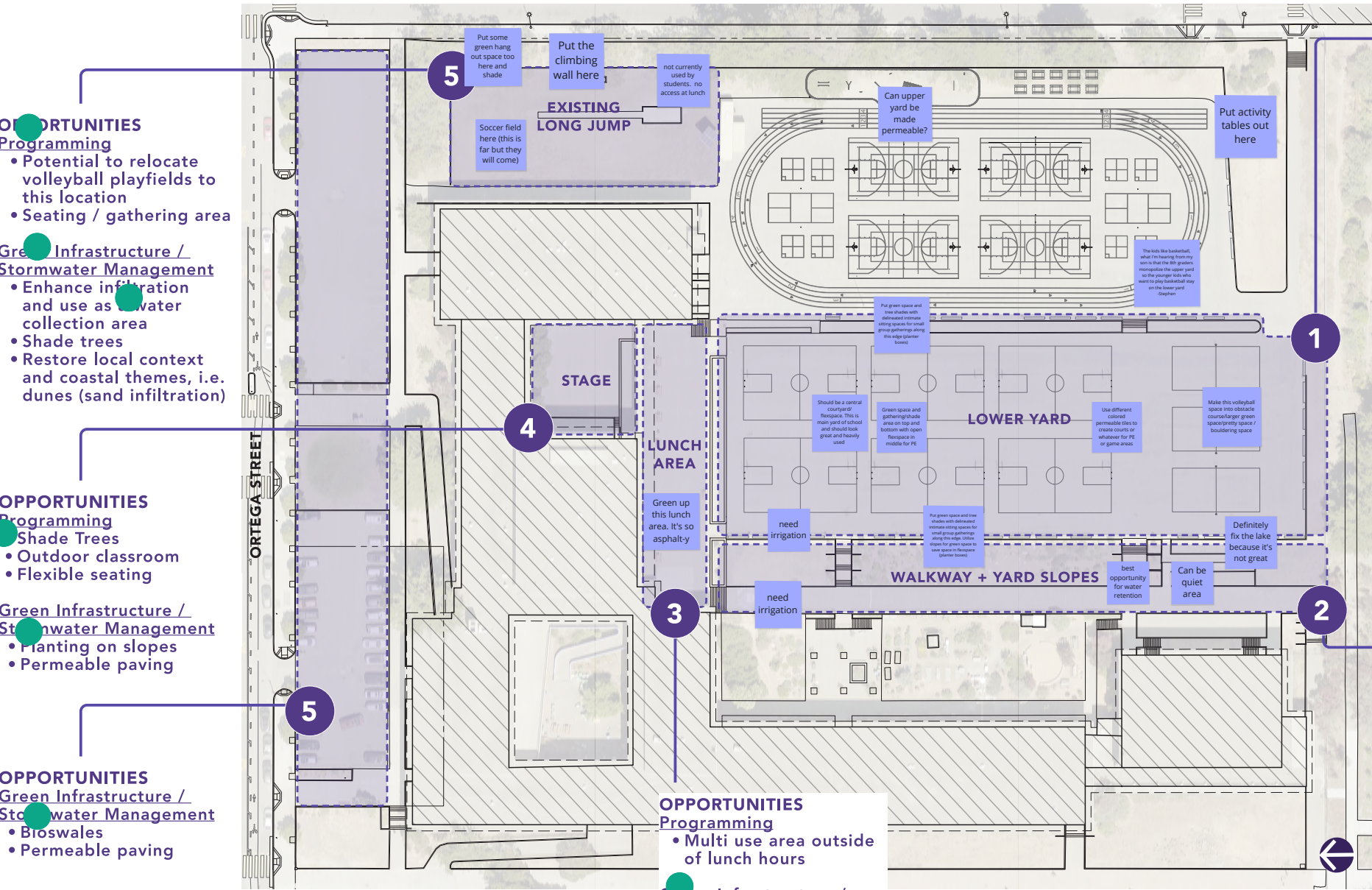
**Star-shaped feedback notes:**

- Need for shade was echoed across the board
- More focus on the larger student body and the diversity of needs in the yard
- More seating / gathering / eating spaces with shade
- The need for flexible space in addition to more diversity of play opportunities
- Too much concrete, not enough green space



# OPPORTUNITY AREAS | A.P GIANNINI MS GREEN INFRASTRUCTURE PROJECT

OPPORTUNITY AREAS | A.P. GIANNINI MS GREEN INFRASTRUCTURE PROJECT



Comment + School Affiliation

Better space for wall ball would be great -Stefanie

Very happy to see water capture and permeable paving

## Report Out Summary

What are your big take aways?





# **FUTURE ENGAGEMENTS | A.P GIANNINI MS GREEN INFRASTRUCTURE PROJECT**

## **1.) WEBSITE TO LEARN MORE ABOUT THE PROJECT**

- WEBSITE LINK: [WWW.SFPUC.GOV/APGIANNINI](http://WWW.SFPUC.GOV/APGIANNINI)
- EMAIL FOR PROJECT FEEDBACK: [GIPROJECTS@SFWATER.ORG](mailto:GIPROJECTS@SFWATER.ORG)
- INTERACTIVE ONLINE MAP FOR ENGAGEMENT IN DEVELOPMENT

## **2.) STUDENT DESIGN CHARRETTE**

## **3.) SITE COMMITTEE MEETINGS**

## **4.) COMMUNITY MEETINGS**





## SUMMARY FOR SITE OBSERVATION, ENGAGEMENT WITH P.E TEACHERS AND STUDENTS AT A.P. GIANNINI MIDDLE SCHOOL

---

Meeting Date: Dec 4<sup>th</sup> 2024

Time: 12:30-5:00pm

Location: AP Giannini

---

Agenda for the day

12:30-2:30 - Yard Observations (\*lunch runs from 12:13-12:53)

2:30-3:15 - PE Teacher Meeting

3:30-5:00 - Student Design Workshop

### Yard Observations

---

Meeting Date: 12/4

Time: 12:30-2:30

Location: School Yard

---

Attendance:

Will Logsdon, San Francisco Public Utilities Commission, Urban Watershed Planning Division

Mary Tienken, San Francisco Public Utilities Commission

Erica Cruz, Brown and Caldwell

Patricia Algara, BASE Landscape Architecture

Hannah Greendorfer, BASE Landscape Architecture

Goals:

Observe how is the school yard is being utilized during lunch break.

Some questions to keep in mind:

What activities are happening? Where?

Are there any underutilized spaces?

Are there any overutilized spaces?

Are there any conflicting uses of space?

Are there enough seating areas?

Where could shade be incorporated?

Where are the teachers/staff?

How can the space be improved, better utilized?

Is the garden area being utilized during recess and how?

How is the yard used by other classes than PE?



Site Photos:







#### Notes:

- Approximately 1,100 students use the yard during lunch time
- Supervision requirements are one staff member per 100 students, so ideally 10 faculty members are needed during the lunch period
- Faculty members were primarily found standing in the few shady areas due to the sunny weather
- All sections of the yard are heavily used, with every grade having lunch at the same time (no staggering)
- **Active activities observed:** basketball, volleyball, lots of small groups throwing the football and soccer games happening on basketball courts, many students perched on workout equipment



- *Passive activities observed: sitting at lunch tables (all tables were full), sitting along concrete slopes, walking and talking with friends around the track (primarily girls), sitting on asphalt with backpacks, and playing games at lunch tables*
- *The long jump area and garden are off limits during lunch time*
- *Older students tend to dominate main activities, leaving younger students with fewer areas and options*
- *A small snack shack sells items to students (run by student clubs)*
- *Safety hazards - uneven surfaces at lower yard, slippery lower yard concrete (lots of accidents happen), and slippery upper yard paint*
- *Field and court conditions need to be reconsidered to support a wider variety of activities, students are not using all the courts but are using the flexibility for other activities*
- *There is no shade except along the perimeter near the volleyball courts*
- *The yard is loud, with no clearly defined quiet areas*
- *The amphitheater area is used for dodgeball and wall ball during lunch, but also used by the drama teacher*
- *Some active activities spill into the lunch eating areas*

## PE Teacher Meeting

---

Meeting Date: 12/4

Location: School Yard

We observed PE during 5th and 6th periods.

---

Time: 2:30-3:15

### Attendance:

Will Logsdon, San Francisco Public Utilities Commission, Urban Watershed Planning Division

Mary Tienken, San Francisco Public Utilities Commission

Erica Cruz, Brown and Caldwell

Patricia Algara, BASE Landscape Architecture

Hannah Greendorfer, BASE Landscape Architecture

Jason Blum, APG PE teacher

Chris Cheng, APG PE teacher

Emma Elting-Blickenstaff, APG PE teacher

Mike Beitiks, APG PE teacher

Carlos Alfaro, APG PE teacher, Athletic Director

John Deppmeier, APG PE teacher

Savannah Lykins, APG PE teacher

Hudson Szeto, APG PE teacher



## Goals:

Understand the programmatic and spatial needs that PE has.

Determine if PE has sufficient space and if they would be able to function with a reallocation of some space towards green infrastructure. If so where would be the best areas for this.

Some questions that were ask:

Is there anything missing in the space?

Are there any underutilized spaces?

Are there any areas that are not working?

Are there any areas that can be improved?

Are there enough – Basketball courts? Volleyball Courts? Running track? Long jump?

What would make it easier to teach PE?

How is the yard used by other classes than PE?

## Site Photos:







### Notes:

*Activities that require hard surface (specific lines/boundaries):*

- Bikes
- Ripstiks
- Basketball
- Pickleball
- Tennis
- Volleyball
- Floor Hockey
- Team Handball
- Four Square
- Track

*Activities that could benefit from a softer surface (or larger space):*

- Football
- Soccer
- Lacrosse

*Activities that can happen in a versatile space:*

- Dance
- Yoga
- Workout circuits
- Boxing
- Park Games

*Unrelated to yard (inside?):*

- Ropes
- Badminton



General:

- PE sessions always begin with students running laps
- For PE periods, students are divided in six small groups of approximately 28 students, each require enough space for activities to happen independently
- Workout Wednesday activities use less equipment compared to other days
- All sixth graders are in same period for PE, followed by combined periods for seventh and eighth grade classes
- PE activities occupy most of the yard, raising concerns about limiting its use for other purposes
- The neighboring grass field can be used by APG but is often off limits due to maintenance or contractual restrictions limiting use to 30 students at a time (this is the PE instructors favorite place to take students)
- PE staff are concerned about trees or vertical elements in the middle of the play field impeding flexible use
- Staff don't like the idea of barriers dividing the field, want to maintain flexibility and open space
- Surfacing must be smooth and even for safety
- Recently installed upper yard surfacing is slippery and poorly installed, staff concerned about contractors reliability for future project, want to know timeline
- Lower yard surfaces are uneven, unsafe, and very slippery (sometimes will not have kids run on this area)
- There is an existing seating area with benches near the locker rooms for students to gather before heading to class, that space is a bit underutilized
- Shaded or sheltered areas are needed along the yard perimeter for students taking breaks
- Staff would like to bring back the bike program but conflicts with other activities, ie bikes on the track interfere with basketball games due to rolling balls causing safety issues
- Volleyball has strong student interest, with many signing up this year. Girls were seen using the volleyball courts during lunch time.
- The long jump is used but only after hours and during track season
- There is interest in exploring cross training options for runners
- Some PE instructors prefer a full-size soccer field, while others are open to a smaller field suitable for 11–13 year olds
- Using Street Soccer USA was suggested
- Each student group needs an area equivalent to two full basketball courts
- Equipment is rolled out daily based on planned PE activities



- *Program circulation could be reconsidered to better align with varying outdoor PE classroom sizes*

## Student Design Workshop

---

Meeting Date: 12/4

Location: Beacon Office, Room 130

Time: 3:30 – 5:00 (after school 90 mins)

Group Size: 7 Students, 1 Teacher

---

### Attendance:

Will Logsdon, San Francisco Public Utilities Commission, Urban Watershed Planning Division

Erica Cruz, Brown and Caldwell

Patricia Algara, BASE Landscape Architecture

Hannah Greendorfer, BASE Landscape Architecture

Seven (7) students from the Beacon after school program

### Goals:

Introduce the team and the project

Quick introduction to the design process

Provide materials for design charrette with students. Students will be able to explore the yard at scale and express their desired program on the space with different tools provided during the design charrette.

### Materials provided:

- Power point presentation
- Scaled site plan
- Scaled kit of parts
- Engineering Scales
- Trace paper
- Markers
- Glue
- Scissors

10 min – Intro, team presentation, project description – Will

10 min – Design thinking presentation – Patricia

40 min – Students working in a small group – Facilitators Patricia/ Hannah

Go into breakout groups (ideally no more than 4 students per group)

Student's will create designs in small break out groups



Facilitator to take notes of the common themes emerging.

Select a person to share back with the larger group all the ideas and the common themes.

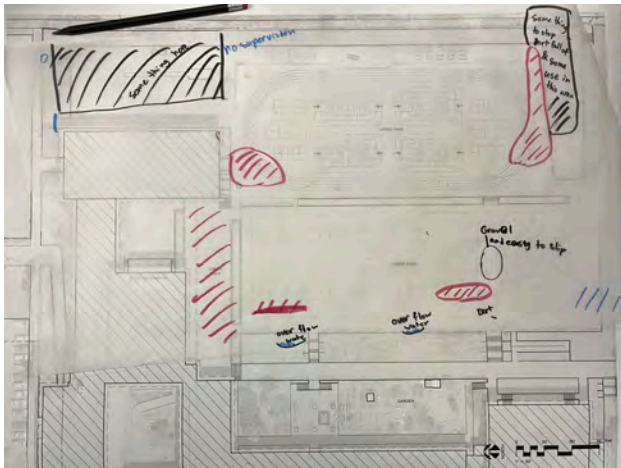
15 min – Share back with the larger group the designs

Facilitators to share the common themes that emerged

5 min – Do a brief summary of the top themes that emerged from the groups.

Questions and Next Steps – Patricia

*Site Photos:*









- *There is a lot of empty dirt around the long jump area, which is also where students enter the yard in the morning, not inviting*
- *"Early bird" students enter the yard via the ramp through the main office*
- *Awkward slopes and rough materials at the amphitheater stage area lead to frequent falls especially during active play*
- *Many clubs set up booths near the entrance of the yard, close to the red tile room (snack shacks...)*
- *Students often climb bars along ramps and stairs, unsafe*
- *Supervising adults typically congregate in the lower yard corner near the lunch tables or in shade*
- *Occasionally, yellowjackets nest in planted slopes*
- *The walkway often floods, nicknamed "Lake APG," suggested a need for trench drains*
- *There are too many basketball courts, reducing how many was suggested*
- *The volleyball courts need to be redone, uneven and slippery surfaces*
- *There is a need for more seating between courts and more green space*
- *The lower yard has an empty dirt field at the lower corner near the ramp that could benefit from added shade*
- *There is only one ramp between levels, and it is very long and steep*
- *The beehive area is underutilized, often empty, and has lots of broken glass near the back entrance*
- *There are frequent injuries on the workout equipment wall*
- *Dirt often falls from the beehive slope onto the upper yard, requiring a solution to prevent erosion*
- *Loose gravel on the lower yard creates slipping hazards*
- *There is noticeable pooling and water overflow in the lower yard*
- *Shade is needed in the lunch area*
- *Consider incorporating bouldering elements into the long jump area*
- *Maybe table tennis at beehive area with wind buffer (concerned that it is too windy for the small light ball to be able to play)*





# SFPUC Giannini Green Infrastructure Project

Site Committee #3

20250123-Zoom Meeting

## Objectives

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- Confirm that the massing diagrams reflects the priorities of the school community
- Provide forum for big picture feedback
- Determine upcoming engagement opportunities

## Attendees

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Name	Affiliation	Role
Tai-Sun Schoeman	San Francisco Unified School District (SFUSD)	Principal
Angie Sibelman	SFUSD	Science Teacher
Jason Blum	SFUSD	PE Coordinator
Heidi Smoot	SFUSD	Assistant Principal
Mary Tienken	San Francisco Public Utility Commission (SFPUC)	Project Manager
Wills Logsdon	SFPUC	Contract Manager
Sarah Bloom	SFPUC	Contract Manager
Rosey Jencks	Brown and Caldwell (BC)	Subject Matter Expert
Hans Tremmel	BC	Project Manager
Patricia Algara	Base Landscape Architecture (BASE)	Project Manager
Hannah Greendorfer	BASE	Landscape Archetict

## Summary

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### Jason

- Thought the early concepts reflected a good snapshot of what PE was communicating
- Positive overall but recommends reviewing the design with other PE teachers and the department

### Heidi



- Very much likes the expanded community zone
- Concerned about the entrance/volleyball area, works well during lunch but may be too disruptive to nearby classrooms, worried about a ball flying toward a window

#### **Angie**

- Shares similar concerns about disruption and noise at the volleyball area
- Suggests reducing to one court to create a quieter, more communal and welcoming space
- Recommends taking advantage of the shaded entrance area as a spot to “escape the chaos”

#### **Tai**

- Feels there is a nice balance of student needs and PE programming
- Proposes adding seating along pathway retaining walls and leveling the planters
- Notes that over time, soil from planters clogs the drains
- Recommends fixing all drains along the walk
- Likes that the soccer area is separated from seating for safety but emphasizes maintaining a clear path of travel

#### **Discussion**

---

A presentation of the current understanding of the usecases and introduce possible solutions.



## Massing of Space Discussion

### KEY INSIGHTS FROM ENGAGEMENT GATHERED | A.P. GIANNINI MS GREEN INFRASTRUCTURE PROJECT

#### General Yard Observations

- The yard is heavily used, with approximately 1,100 students during lunch
- No shade available
- Limited seating options
- Lunch tables are multi-use and full during lunch
- The yard is loud, with no defined quiet areas
- Limited green space
- Overcrowding and dominance of older and male students leave younger and female students with fewer options

#### Safety Hazards:

- Slippery surfaces in the lower and upper yard
- Uneven surfaces and loose gravel in the lower yard cause frequent falls
- Volleyball courts are uneven and workout equipment is hazardous

#### Programming:

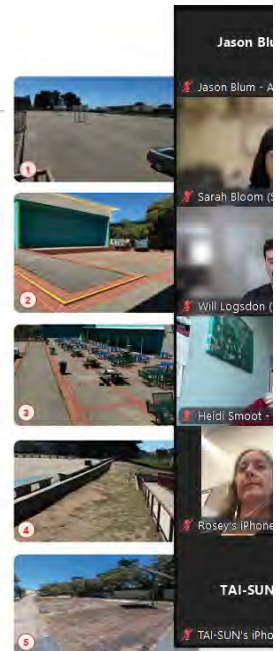
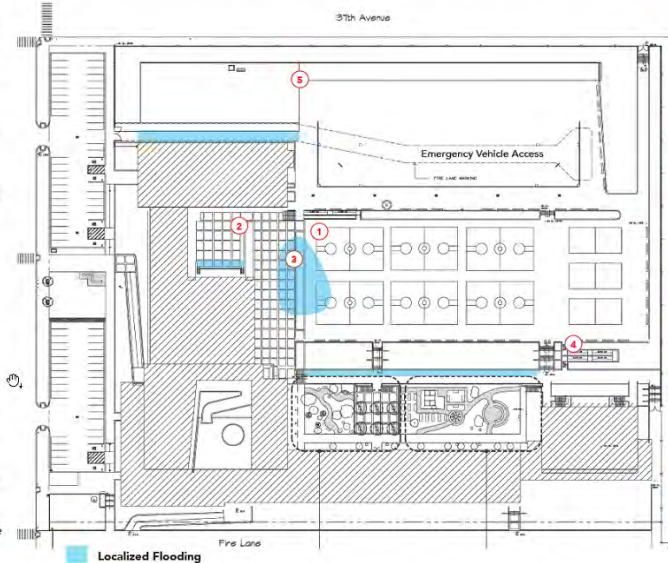
- Too many basketball courts, no diversity of play
- PE needs 6 separate areas for class, each approx. the size of 2 basketball courts
- Activities that can happen in a flexible spaces: Dance, Yoga, Workout Circuits, Park Games
- Activities that require hardscape: Bikes, Ripsticks, Basketball, Pickleball, Tennis, Handball, Floor Hockey, Four Square, Track
- PE staff prefer open, flexible spaces without barriers to accommodate various activities
- Interest in softer surfaces for football, soccer, and lacrosse
- Interest in bringing in cross training and the bike program back, but conflicts with other activities pose challenges
- Creative elements like bouldering and table tennis have been suggested

#### Flooding Issues

- Pooling water along the walkway ("Lake APG"), the lower yard, lunch area, and near the long jump

#### Accessibility

- A single, long, and steep ramp between levels restricts accessibility
- The current yard equipment storage arrangement leads to crowding at lunch



### Key Insights

#### Questions

Generally, poised to the meeting whether we are aligned with the schools needs.

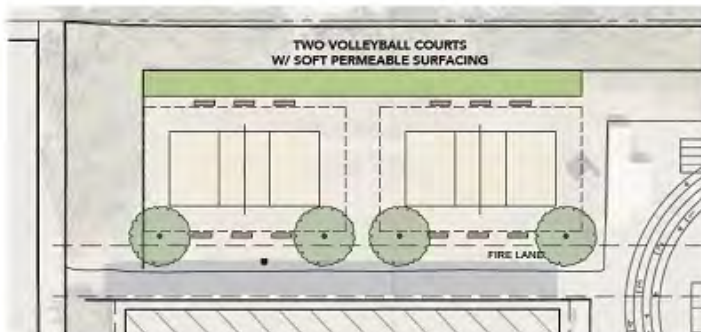
Heidi likes the expanded community zone and plan generally. Mainly concerned at Space #7, perhaps will not be used during class time. May not be used for PE.

Angie, generally likes the options. Space #7 gets a lot of shade.

Jason, likes the plan, but would like to get input from the other PE teachers.

Heidi likes this configuration more with sound breaks due to the trees and generally, volleyballs unlikely to strike the windows.

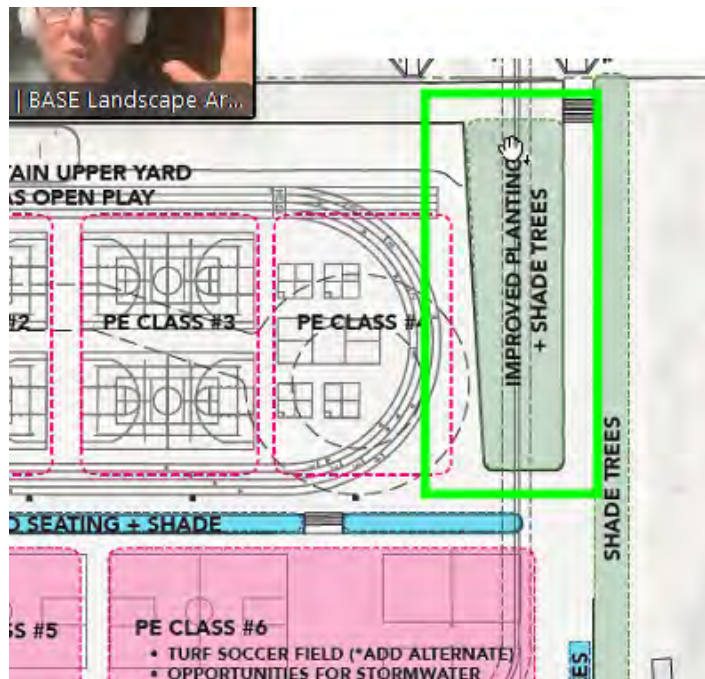




*Heidi likes this configuration more.*

Tai-Sun, not accessible due to retaining walls and railing. Would like to see the retaining wall fixed, acknowledges that it's not possible for this project. Mary, posits that retaining wall scope is not possible as it does not meet the stormwater management objective.

Heidi, brought focus to the upper yard. Patricia proposes shade, no hiding opportunities, plantings, beautification. Heidi seems satisfied with this approach.



*Area with proposed planting*

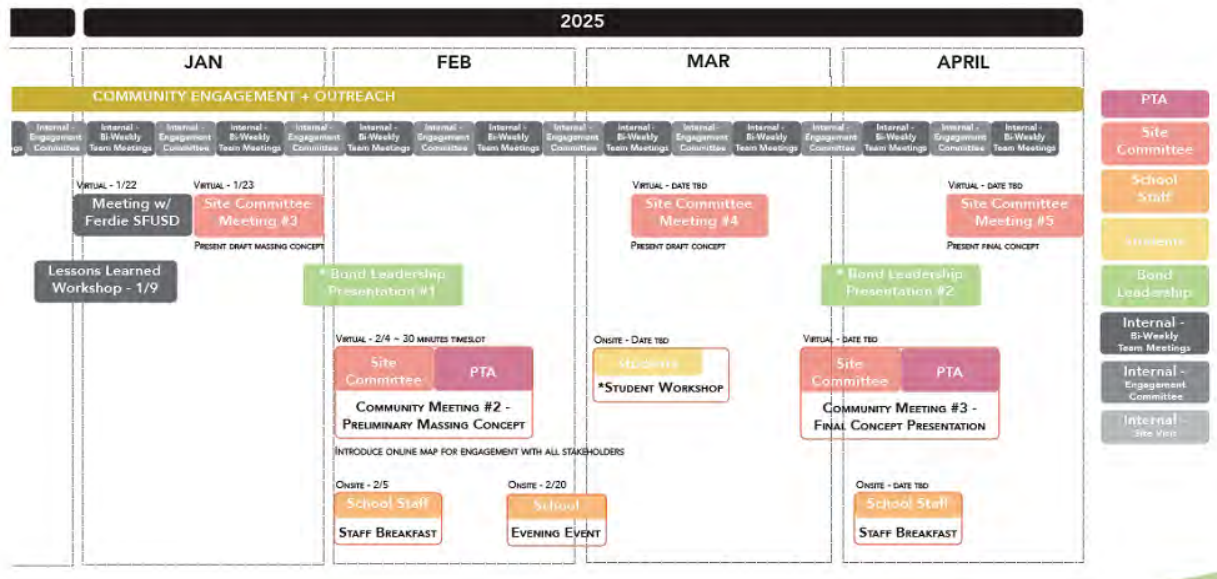
Jason and Tai-Sun, is satisfied with the U10 soccer field. Encourages the soccer field to be further from the seating area. Tai-Sun confirms that soccer would be played regardless of enhanced seating.

- Is there any opportunities for more student engagement?

Heidi, recommend bringing information for display during lunch.



## Schedule



## Proposed Schedule

## Action Items

- Next meetings PTA provided teacher breakfast 2/5, evening school event 2/20.
- Patricia to provide the slide deck to PE for circulations.
- Hans to coordinate use of web survey.
- PE to review slides and provide comments/input.





## SUMMARY FOR PTA COMMUNITY MEETING 2

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Meeting Date: Feb 4<sup>th</sup> 2025

Time: 7:00 - 7:30pm (30 minutes)

Location: Virtual

Number of Participants: ~ 30 people

### AGENDA

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SFPUC Welcome + Intro (5 minutes)

BASE Presentation of Massing Concepts (10 minutes)

- Summary of Engagement + Insights

- Massing of Space Discussion

- Initial Concept Ideas for Key Areas

Questions + Feedback (10 minutes)

Wrap Up + Next Steps (5 minutes)

### IN ATTENDANCE

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Admin, Parents, and Teachers:

Mandy	Linda Tsang	Michelle Chan
Emma	Karen Hadary	Hayley
Janet Wong	Alvin Li	Samuli Kekki
Susan (MW)	Tai Schooman	Julie
Jonathan Crosby	Beth Ryan	Jennie Chang
Nancy Cogan	Allison Dean	Katherine Burton
Carly Chillmon	Jen Bhalla	Ibone Santiago
Jen Bhalla	Cat Sommer	Leigh Meredith
Katherine Burton	Daniela	

Project Team:

Sarah Bloom, SPPUC Wastewater

Will Logsdon, SFPUC Wastewater

Hans Tremmel, Brown and Caldwell

Patricia Algara, BASE Landscape Architecture

Hannah Greendorfer, BASE Landscape Architecture

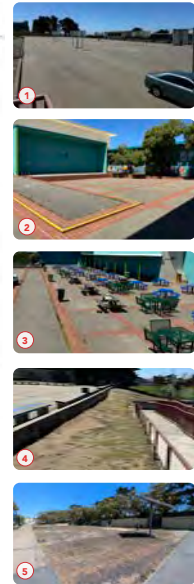


## NOTES FROM PARTICIPANTS + PRESENTATION SLIDES BOARDS

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- A parent suggested installing a large net (like those at SI High School) around the soccer field to prevent balls from flying out
- Concerns were raised that play balls currently cause problems for both students and teachers
- A participant asked why AP Giannini was chosen over other middle schools, given its already high desirability as a school - AP Giannini was selected due to its sandy soil, ideal for stormwater management, and its large yard acreage making it a strong candidate for a PUC led capital project
- A parent questioned whether the existing garden area had been considered for stormwater capture, noting it already absorbs water well but could be updated
- The garden it is not accessible during recess and lunch due to supervision issues, limiting its usability as a student gathering space
- A parent asked whether seating would be available near the new volleyball courts, confirmed that seating is a part of redesign, with a mix of benches and round seating areas
- A concern was raised about water pooling and flooding in the upper parking lot during heavy rains - BASE acknowledged this as a good opportunity for a bioswale or other stormwater solution, though it was unclear if it was currently within the project's scope
- A participant asked about timeline and student access during construction - the project is still in the conceptual design phase, with construction not expected until summer 2027 after final design, permitting, and bidding
- Additional opportunities for feedback:
  - **February 20th** – Community engagement during the Newsies musical event, where project boards will be displayed
  - **QR Code / Interactive Map** – A digital tool will be available for community members to provide further comments
- The final concept design will be refined based on feedback before another presentation to the community







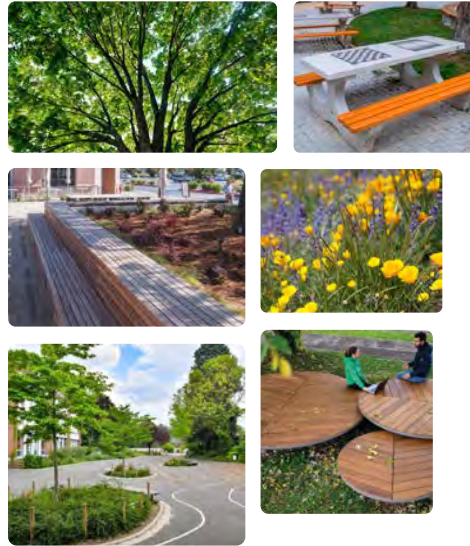
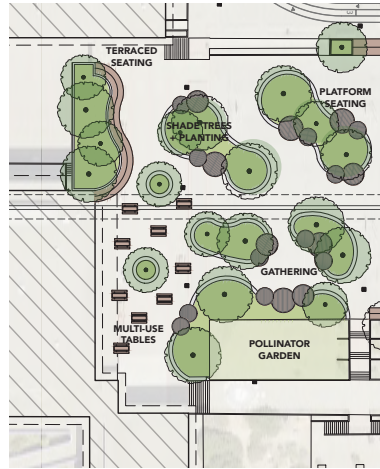
## SCHOOLYARD MASSING CONCEPT | A.P. GIANNINI MS GREEN INFRASTRUCTURE PROJECT

### STRENGTHENED COMMUNITY ZONE

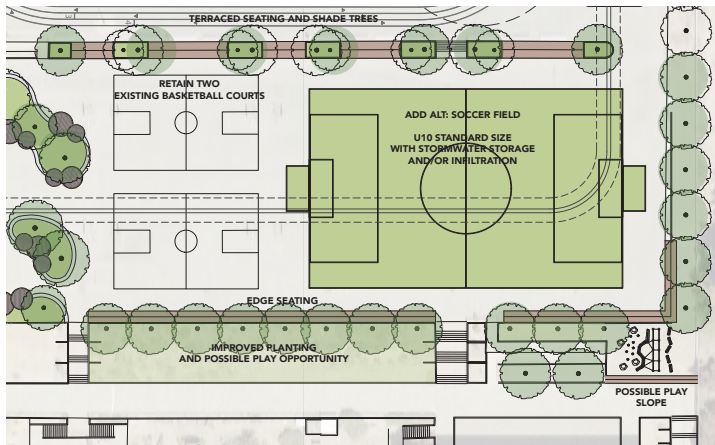
- EXPAND LUNCH + COMMUNITY AREA
- PROVIDE SHADE TREES
- FLEXIBLE SEATING
- OPPORTUNITIES FOR STORMWATER STORAGE AND/OR INFILTRATION
- DIVERSIFY SOCIAL SPACES FOR GATHERING + ANNOUNCEMENTS
- PLANTERS WITH SEAT EDGE
- ENHANCE ALREADY ESTABLISHED POLLINATOR GARDEN



EXISTING SITE PHOTOS



## SCHOOLYARD MASSING CONCEPT | A.P. GIANNINI MS GREEN INFRASTRUCTURE PROJECT



### LOWER YARD IMPROVEMENTS: MASSING OPTION 1

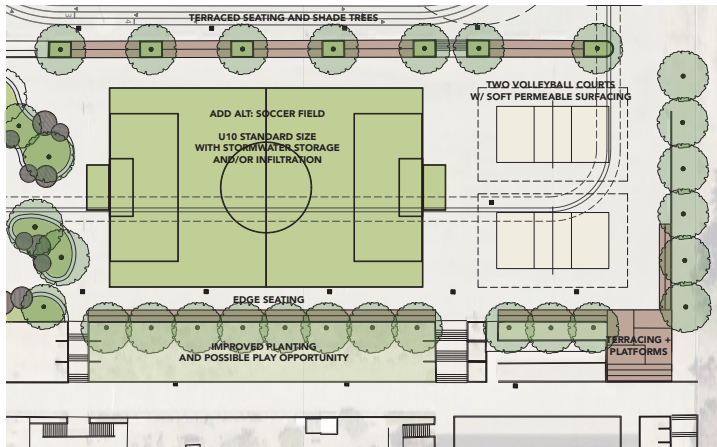
- PROPOSED TURF SOCCER FIELD W/ STORMWATER STORAGE AND/OR INFILTRATION
- MAINTAIN TWO EXISTING BASKETBALL COURTS
- BREAK DOWN EXISTING SLOPE FOR TERRACED SEATING AND SHADE TREES
- EDGE SEATING
- IMPROVED PLANTING, DROUGHT TOLERANT, DURABLE SPECIES
- POTENTIAL PLAY OPPORTUNITY ON EXISTING SLOPE, SUCH AS ROPES OR OBSTACLES



1/2025



## SCHOOLYARD MASSING CONCEPT | A.P. GIANNINI MS GREEN INFRASTRUCTURE PROJECT



### LOWER YARD IMPROVEMENTS: MASSING OPTION 2

- PROPOSED TURF SOCCER FIELD W/ STORMWATER STORAGE AND/OR INFILTRATION
- MAINTAIN TWO VOLLEYBALL COURTS W/ SOFT PERMEABLE SURFACING
- CLEAR WALK BETWEEN LOWER YARD AND UPPER YARD
- BREAK DOWN EXISTING SLOPE FOR TERRACED SEATING AND SHADE TREES
- EDGE SEATING
- IMPROVED PLANTING, DROUGHT TOLERANT, DURABLE SPECIES
- POTENTIAL PLAY OPPORTUNITY ON EXISTING SLOPE, SUCH AS ROPES OR OBSTACLES



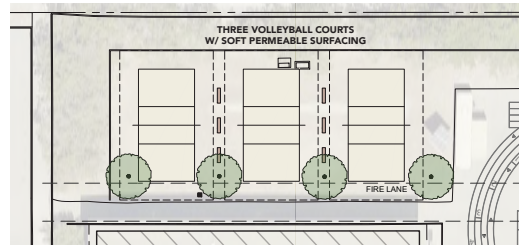
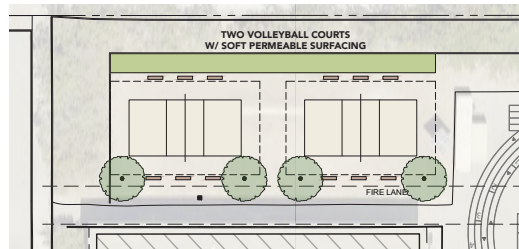
## SCHOOLYARD MASSING CONCEPT | A.P. GIANNINI MS GREEN INFRASTRUCTURE PROJECT

### RE-IMAGINED ENTRANCE TO THE YARD

- RELOCATED VOLLEYBALL COURTS
- WELCOMING ENTRANCE TO THE YARD
- SEATING AND SHADE
- BIORETENTION PLANTERS
- ALLEVIATE FLOODING ISSUES



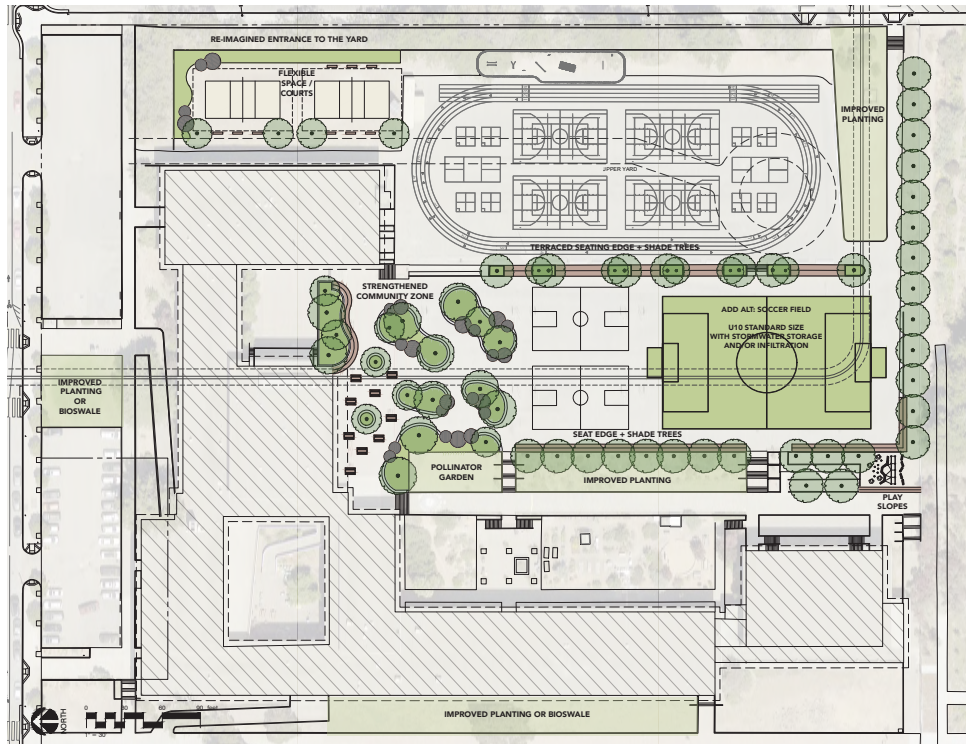
EXISTING SITE PHOTOS



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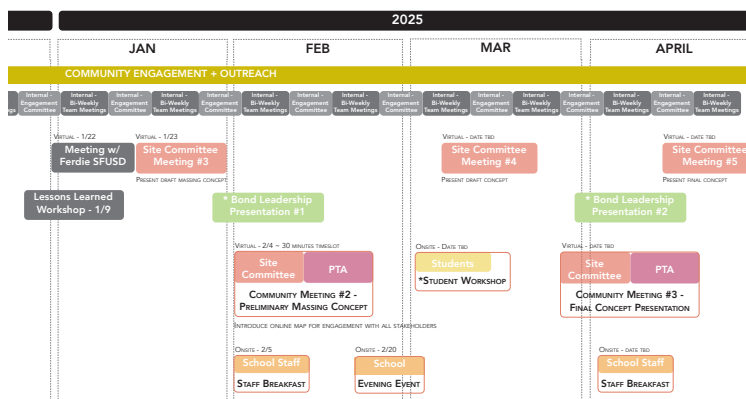


## SCHOOLYARD EARLY CONCEPT | A.P. GIANNINI MS GREEN INFRASTRUCTURE PROJECT



## QUESTIONS AND FEEDBACK | A.P. GIANNINI MS GREEN INFRASTRUCTURE PROJECT

1. WHAT ARE YOUR INITIAL REACTIONS TO THE OVERALL LAYOUT AND ORGANIZATION OF THE SPACE?
2. DOES THE MASSING DIAGRAM REFLECT THE PRIORITIES AND NEEDS IDENTIFIED IN EARLIER MEETINGS?
3. DO THE PROPOSED GATHERING AREAS, PLAY ZONES, AND PASSIVE VS. ACTIVE DESIGNATIONS MEET SCHOOL'S NEEDS?
4. FOLLOW UP CONVERSATIONS
  - PTA PROVIDED TEACHER BREAKFAST 2/5
  - STUDENT LUNCH TIME TABLING 2/7
  - EVENING SCHOOL EVENT 2/20







## SUMMARY FOR TEACHERS BREAKFAST AT A.P. GIANNINI MIDDLE SCHOOL

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### *Teachers Breakfast Engagement*

*Meeting Date: February 5<sup>th</sup> 2025*

*Time: 8:30-9:30am*

*Location: AP Giannini*

*Number of Participants: ~ 35 (admin  
and teachers)*

### Project Team in Attendance:

Will Logsdon, San Francisco Public Utilities Commission, Urban Watershed Planning Division

Patricia Algara, BASE Landscape Architecture

Hannah Greendorfer, BASE Landscape Architecture

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### NOTES FROM PARTICIPANTS + BOARDS

- Overall excitement for the initial concept ideas, like the additional shade, the strengthened community zone, play slopes, and creative seating (platforms, planter edge seating, multiuse play tables, and log steppers)
- Pollinator Garden Club - Students and parent volunteers have invested significant effort into the existing pollinator gardens and would like to see these areas preserved and enhanced with specific species, they meet 1<sup>st</sup> Sunday of every month
  - Shade Tree: Garden coordinator suggested reducing the number of shade trees in the middle planter to prevent excessive shading of certain plants,
  - Would like to see more flowering and fruiting natives
  - Prefers native shade trees such as madrone, bay laurel, and oak as potential shade tree options to complement the existing garden
  - They mentioned a couple things that would support the garden: irrigation, access to mulch. Sometimes they have to lay down boards from the lower garden and wheel mulch up or carry it in buckets up the stairs
  - The CA Native Pollinator group has planted over 100 plants so far, all with value to various pollinators or birds and with a particular focus on host plants for Lepidoptera
  - **Planting list of existing plants is archived by the design team**
- Important to keep the long jump, over 250 students sign up for track each year



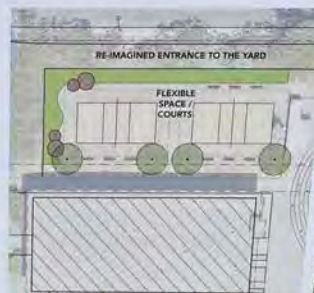




# SCHOOLYARD EARLY CONCEPT ENLARGEMENTS | A.P. GIANNINI MS GREEN INFRASTRUCTURE PROJECT



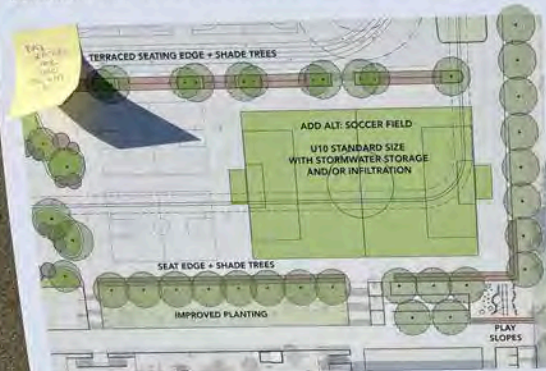
- STRENGTHENED COMMUNITY ZONE**
- EXPAND LUNCH + COMM. AREA
  - PROVIDE SHADE TREES
  - FLEXIBLE SEATING
  - OPPORTUNITIES FOR STORMWATER STORAGE AND/OR INFILTRATION
  - DIVERSIFY SOCIAL SPACES FOR GATHERING + ANNOUNCEMENTS
  - PLANTERS WITH SEAT EDGE
  - ENHANCE ALREADY ESTABLISHED POLLINATOR GARDEN



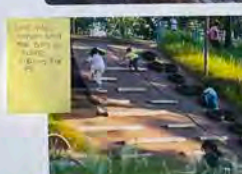
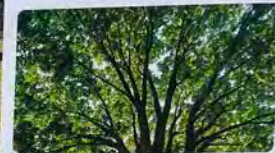
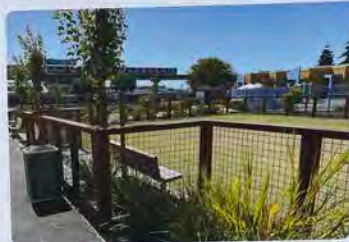
- RE-IMAGINED ENTRANCE TO THE YARD**
- RELOCATED VOLLEYBALL COURTS
  - WELCOMING ENTRANCE TO THE YARD
  - SEATING AND SHADE
  - BIORETENTION PLANTERS
  - ALLEVIATE FLOODING ISSUES



# SCHOOLYARD EARLY CONCEPT ENLARGEMENTS | A.P. GIANNINI MS GREEN INFRASTRUCTURE PROJECT



- LOWER YARD IMPROVEMENTS**
- PROPOSED TURF SOCCER FIELD W/ STORMWATER STORAGE AND/OR INFILTRATION
  - MAINTAIN TWO EXISTING BASKETBALL COURTS
  - BREAK DOWN EXISTING SLOPE FOR TERRACED SEATING AND SHADE TREES
  - EDGE SEATING
  - IMPROVED PLANTING, DROUGHT TOLERANT, DURABLE SPECIES
  - POTENTIAL PLAY OPPORTUNITY ON EXISTING SLOPE, SUCH AS ROPES OR OBSTACLES











## SUMMARY FOR STUDENT LUNCH ENGAGEMENT AT A.P. GIANNINI MIDDLE SCHOOL

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### *Lunch Time Student Engagement*

*Meeting Date: February 7<sup>th</sup> 2025*

*Time: 12:30-1:30pm*

*Location: AP Giannini*

*Number of Participants: ~ 50 Students*

### Project Team in Attendance:

Will Logsdon, San Francisco Public Utilities Commission, Urban Watershed Planning Division

Sarah Bloom, San Francisco Public Utilities Commission, Urban Watershed Planning Division

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## NOTES FROM PARTICIPANTS + BOARDS

### Overall Site Plan Board:

- Note from Tai – PE teachers would like to keep the long jump. Consider if it can be re-located to the south of the existing play structure in the upper yard.
- Less basketball courts
- Better basketball courts
- Redo ground at volleyball court
- Remove old pavement - hurts when falling
- Adjustable poles at volleyball courts
- Swing area
- Less pavement
- More gardens (2x)
- More grass area
- Like the soccer field (3x)
- More trees and shade (2x)
- Space to eat in the shade
- Like the new seating
- More seating in upper yard
- More spaces to eat and more activity areas
- Ponding issues at stage – this area is underutilized
- Pollinator garden should move away from people where they are eating
- I like the project
- "Pretty good"



- Add a lake?
- Pool 2x

#### **Artificial Turf Focus Board:**

- Like the play slopes (9x)
- Love the soccer and turf (3x)
- More trees and shade (3x)
- Shaded seating (2x)
- More play structures (3x)
- Not all basketball courts are used
- Potential for benches between courts?
- Existing pollinator garden should remain
- Like the existing play structure
- Current play structures aren't that fun
- Ground is really rough
- Drainage problems in walkway below middle yard
- Slide, swings, and monkey bars
- Swing set

#### **Yard Entrance and Community Zone Board:**

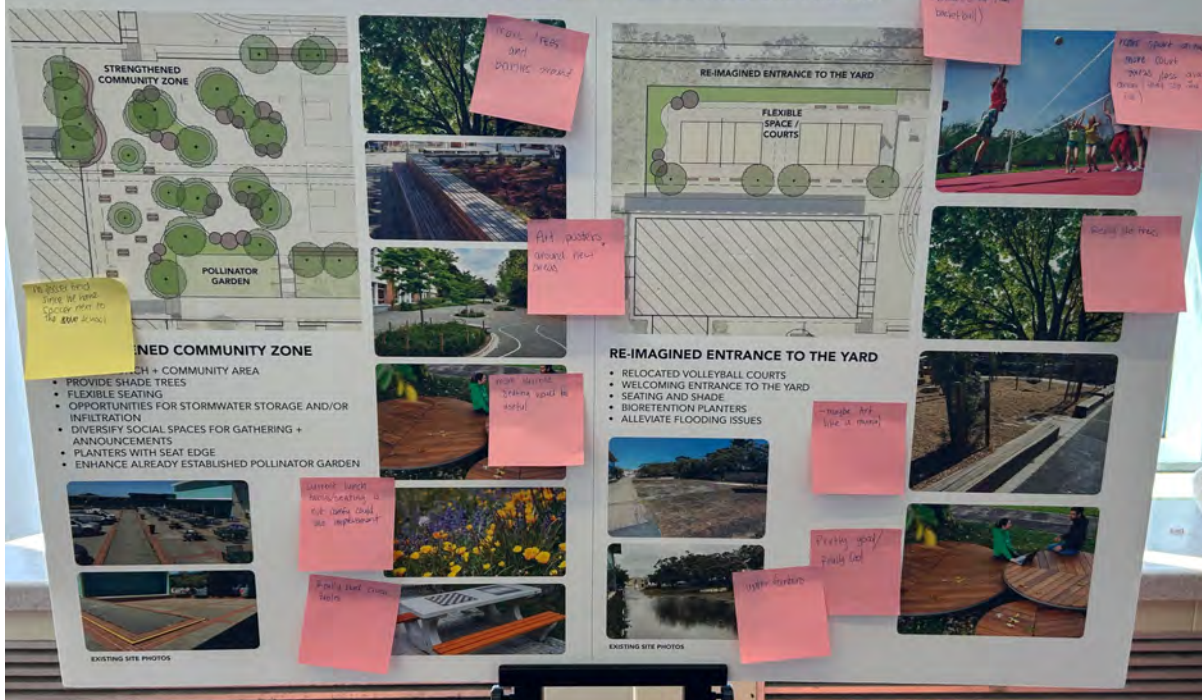
- Really like the chess tables
- Current lunch tables/seating is not comfy and could improve
- More flexible seating would be useful
- Art, posters around new areas
- More art - mural
- More trees and benches
- More trees
- "Pretty good"
- Really cool
- Water fountains
- More sport areas (other than basketball)
- More sport areas, more court areas, less gravel areas (slip and fall)
- No soccer field since we have soccer next to the school

## Board Photos:





# SCHOOLYARD EARLY CONCEPT ENLARGEMENTS | A.P. GIANNINI MS GREEN INFRASTRUCTURE PROJECT





## SUMMARY FOR AFTER SCHOOL ENGAGEMENT AT A.P. GIANNINI MIDDLE SCHOOL

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### *School Event – Musical Performance*

*Meeting Date: February 20<sup>th</sup> 2025*

*Time: 4:15 - 6:00pm*

*Location: AP Giannini*

*Number of Participants: ~ 40 (parents, students, and teachers)*

### Project Team in Attendance:

Sarah Bloom, San Francisco Public Utilities Commission, Urban Watershed Planning Division

Patricia Algara, BASE Landscape Architecture

Hannah Greendorfer, BASE Landscape Architecture

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### NOTES FROM PARTICIPANTS

- Parents and families expressed overall excitement for the initial concept ideas
- Strong support for removing asphalt planters to expand the lunch area and add shade opportunities
- Preference for precedent photos that highlight natural materials for seating platforms, log steppers, and terracing
- Interest in adding tennis courts if space allows
- One mention of St. Anne's bioswales as a successful example for planting choices
- Positive feedback on additional shade, the strengthened community zone, play slopes, and expanded seating opportunities (platforms, planter edge seating, multiuse play tables, and log steppers)
- Pollinator Garden Club: Students and parent volunteers have invested significant effort into the existing pollinator gardens and want these areas preserved and enhanced with specific species – mentioned and documented in other engagements as well
- Excitement for the soccer/playfield
- Interest in permeable pavers or other ways to incorporate water infiltration in hardscape areas
- Likes that the design is preserving the two basketball courts in the lower yard



- Concern about difficulty transporting garden supplies like wheelbarrows and planting materials down the stairs to the APG garden (though this is outside the project scope)
- Positive feedback on the flexible space for tag and running
- Question about the delineation of space for ball sports
- Broken fence identified at the southwest corner of the site

## PHOTOS OF BOARDS + ENGAGEMENT





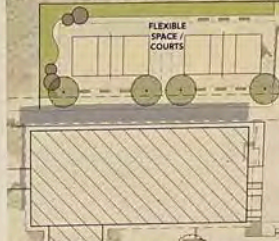
- EXPAND LUNCH + COMMUNITY AREA
- PROVIDE SHADE TREES
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- ENHANCE ALREADY ESTABLISHED POLLINATOR GARDEN



EXISTING SITE PHOTOS



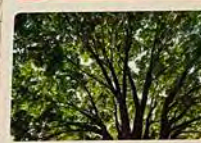
## RE-IMAGINED ENTRANCE TO THE YARD



- RELOCATED VOLLEYBALL COURTS
- WELCOMING ENTRANCE TO THE YARD
- SEATING AND SHADE
- BIORETENTION PLANTERS
- ALLEVIATE FLOODING ISSUES



EXISTING SITE PHOTOS



The site plan illustrates the layout of the Yago Community Center and its surrounding areas. Key features include:

- RE-IMAGINED ENTRANCE TO THE YAGO**: Located at the top center.
- FLEXIBLE SPACE / COURTS**: A rectangular area at the top left.
- UPPER LAWN**: A large open space in the upper right quadrant.
- TERRACED SEATING EDGE + SHADE TREES**: A series of circular tree symbols along the edge of the upper lawn.
- STRENGTHENED COMMUNITY ZONE**: A central area with several clusters of trees.
- POLLINATOR GARDEN IN COLLABORATION W/ MIND GREEN CLUB**: A specific garden area within the community zone.
- ADD ART SOCCER FIELD U/S STANDARD SIZE WITH STORMWATER STORAGE AND/OR INFILTRATION**: A green rectangular field on the right side.
- SEAT EDGE + SHADE TREES**: Another row of circular tree symbols below the soccer field.
- IMPROVED PLANTING IN COLLABORATION W/ MND. OF FIRE CLUB**: An area labeled for collaborative planting efforts.
- IMPROVED PLANTING OR BIOWALL**: Labeled on the left and bottom edges of the site.
- PLAY SLOPES**: Indicated on the far right edge.
- Handwritten Notes**: Three pink sticky notes provide additional context:
  - "Like the expanded lawn w/ more seating and shade"
  - "like the trees for artwork made by lower school kids and being difficult to age related about"
  - "permeable paving for water infiltration"

- tag + running around, more planting
- too many basketball courts currently

Question of  
delimitation  
of space for  
sports and leisure

excited about  
the soccer  
field and  
the play slopes.

Likes the expanded lunch w/ more seating and shade

permeable  
pans for  
water irrigation

likes the  
two basketball  
counts @  
lower end  
their scores  
only. difficult  
to get pointers  
down







## APG WEB SURVEY QUESTIONS AND SUMMARY OF RESPONSES:

### Area #1: Strengthened Community Zone

1. The concept includes expanding the lunch into a larger community area, what types of activities would you like to see here?
  - *(Open ended comment box)*
2. How do you or your students or children currently occupy this area?
  - *(Open ended comment box)*
3. What types of seating would you prefer in this area?
  - *(Multiple choice: multi use picnic tables, benches, seat walls, movable chairs, other)*
4. How important is it to have shade in this space?
  - *(Scale: Not important - Very important)*
5. Do you have any concerns with the proposed layout?
  - *(Open ended comment box)*
6. What additional features would make this space more inviting for community use?
  - *(Open ended comment box)*

### Area #2: Re-imagined Entrance to the Yard

1. How welcoming does the current entrance feel to you?
  - *(Scale: Not welcoming - Very welcoming)*
2. What improvements would make the entrance more inviting?
  - *(Multiple choice: More shade, better seating, artwork/murals, lighting, activity, other)*
3. Do you support the relocation of the flexible volleyball courts to improve this area?
  - *(Multiple choice: Yes/No/Not sure and explain why)*
4. What activities would like to be able to do here that aren't currently possible in the proposed layout?
  - *(Open ended comment box)*
5. Any other ideas for how this entrance could feel safer and more accessible?
  - *(Open ended comment box)*

### Area #3: Lower Yard Improvements

1. Do you support a small turf soccer field in this space?
  - *(Multiple choice: Yes/No/Not sure and explain why)*
2. If the soccer field was not feasible, what other activities would you want in the lower yard?
  - *(Open ended comment box)*
3. Are there any accessibility concerns you have regarding the space? How might they be improved? (example: pathways, visibility, seating)



- *(Open ended comment box)*
- 4. What kind of seating would be most useful around the play and sports areas?
  - *(Multiple choice: Benches, tiered/terraced seating, picnic tables, other)*
- 5. Do you think incorporating play elements like ropes or climbing features into the slopes would enhance this space?
  - *(Open ended comment box)*
- 6. What other improvements would make this lower yard more enjoyable and functional?
  - *(Open ended comment box)*

#### **Area #4: Improved Planting Zones**

1. What types of plants would you like to see in this area?
  - *(Multiple choice: native plants, pollinator friendly flowers, drought tolerant species, shade trees, other)*
2. Are there any concerns you have about planting in this area (example: maintenance, visibility, safety)?
  - *(Open-ended)*
3. What additional features could enhance the experience of this planted areas?
  - *(Open-ended)*





# APPENDIX B

## ENGAGEMENT PLAN DOCUMENT



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# Engagement Plan

Prepared for: San Francisco Public Utilities Commission

Project Title: AP Giannini School Green Infrastructure Project

Project No.: 181676

## Engagement Plan

Subject: AP Giannini Green Infrastructure Engagement Plan

Date: February 5, 2025

To: Mary Tienken

From: Hans Tremmel

Copy to: Willis Logsdon, Urban Watershed Planning Division  
Jimmy Fu, Project Manager

Prepared by: Patricia Algara, BASE Landscape Architecture

Reviewed by: Hans Tremmel, Brown and Caldwell

### Limitations:

*This is a draft memorandum and is not intended to be a final representation of the work done or recommendations made by Brown and Caldwell. It should not be relied upon; consult the final report.*

*This document was prepared solely for San Francisco Public Utilities Commission in accordance with professional standards at the time the services were performed and in accordance with the contract between San Francisco Public Utilities Commission and Brown and Caldwell dated Date. This document is governed by the specific scope of work authorized by San Francisco Public Utilities Commission; it is not intended to be relied upon by any other party except for regulatory authorities contemplated by the scope of work. We have relied on information or instructions provided by San Francisco Public Utilities Commission and other parties and, unless otherwise expressly indicated, have made no independent investigation as to the validity, completeness, or accuracy of such information.*



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## Section 1: Introduction

This document outlines the recommended approach to public engagement concerning the conceptual landscape design for the AP Giannini Middle School Green Infrastructure Project (Project). The Project requires close collaboration between the San Francisco Public Utilities Commission (SFPUC) and San Francisco Unified School District (SFUSD) to develop performance-based green infrastructure (GI) concepts to manage stormwater. Community engagement is essential for building trust, promoting transparency, and ensuring that designs, policies, and programs meet the school community's needs. Community engagement is intended to foster a collaborative relationship between the project team and the community it serves. It allows the project team to better understand the needs, concerns, and priorities of the users of the space, and creates opportunities for the school community to provide input and feedback on the project redesign.

Community engagement can take many forms, such as community meetings, surveys, and workshops, as well as the use of online tools. Engagement can be done on a spectrum that ranges from outreach to consultation, to involvement, to collaboration, and empowerment. Throughout the extent of this engagement process the BC team will move through the full spectrum of engagement.

The community engagement process for this Project began in August 2024 and will conclude in April 2025 with a presentation of the final conceptual landscape design.

This Public Engagement Plan is designed to be a living document that provides flexible guidance for the project team in assessing community input on project needs. Additionally, the team has created a living spreadsheet and Miro Board to capture feedback from community participants including presentation boards, comments received, meeting notes, etc. from each engagement event.

### 1.1 Purpose and Desired Outcomes

The purpose of public outreach is to engage the community throughout the conceptual design phase to gain a better understanding of how the Project can:

- Redesign the school yard so that green stormwater infrastructure can be implemented to capture and infiltrate stormwater while improving the spatial, recreational and educational needs of the school community.
- Develop a conceptual design for the schoolyard that is embraced by the school community.





## Section 2: Internal Coordination

### 2.1 Internal Engagement Team Meetings

The BC team will organize nine internal engagement team meetings with SFPUC and BC staff via video call at regular intervals during the community outreach phases. The engagement group includes Will Logsdon and Sarah Bloom and Rosey Jencks who will:

- Review outreach engagement strategies.
- Provide insights and lessons learned from previous stormwater projects at schools.
- Represent SFPUC needs.
- Collaborate with, and provide feedback on work products to, the larger Project working group.

#### **Goals**

To develop a clear path and guidance for the community engagement plan.

#### **Objectives**

This smaller engagement group provides dedicated time to focus on the engagement process, planning, scheduling, logistics, etc., and review deliverables throughout the conceptual planning phase. A small, focused group generally leads to faster decisions and maintains momentum. The engagement team will share news and updates with the larger Project working group.

These engagement group meetings will key to gaining insights on the external engagement efforts that have begun on other projects and will also help set the tone and approach for engagement on this Project. They will also help with finding opportunities to share resources/meetings and avoid topic redundancy and engagement fatigue.

BASE will provide an agenda and a summary of the action items from each meeting.

## Section 3: Public Engagement

#### **Goals**

The main goal of the public engagement process is to inform and engage stakeholders, with the focus on installing GI to maximize stormwater infiltration while providing desired improvements, such as improved lunch, recreation and athletics areas, that will benefit the school community.

#### **Objectives**

Public engagement objectives will vary depending on the methods used. The methodology will progress on the spectrum of depth of community engagement as the project progresses. Initially we will start with outreach and move through consultation, involvement, and collaboration as we move towards achieving empowerment.

A stakeholder group has been identified by SFPUC staff. It includes SFUSD stakeholders, the site committee, Parent Teacher Association (PTA) members, and teachers and students. The site committee includes the school principal, vice principal, a physical education teacher, a science teacher, an SFUSD representative,



and the head of the PTA. BASE, with assistance from SFPUC staff, will organize to meet with stakeholders ensuring that the engagement meetings are meaningful and inclusive.

The stakeholder group will review and make recommendations on key activities associated with the use of the schoolyard and with the conceptual design.

A list of stakeholders, their contact information and school affiliation, is provided on the accompanying spreadsheet.

### **Methodology**

The engagement tactics include in-person meetings and workshops, virtual meetings, and online tools such as the interactive map. Providing diverse engagement methods allows the team to reach a wide audience range and allows more options for participation. The team will aim to seek feedback from targeted audience such as the site committee and PE teachers, whose feedback will provide us valuable information for the site design. Other engagement tactics will be geared towards a more of the extended school community. Online engagement options provide an opportunity for people who opt to engage virtually but still wish to learn about the Project and provide input and feedback.

The table below demonstrates the participant audiences slotted into the different engagement methods, as shown on Table 3-1.

<b>Table 3-1. Preliminary Participants/Project Elements by Engagement Method</b>			
<b>In Person</b>		<b>Virtual</b>	<b>Online</b>
Targeted Audience <sup>a</sup>	General School Community	Targeted Audience	General School Community
Physical Ed. Teachers	Principal's Team	Site Committee	Map Survey
Students	School Performance <sup>b</sup>	PTA	Website
Teachers	Back to School Night <sup>b</sup>		

a. See Section 3.2

b. See Section 3.1.1

## **3.1 Meetings, Events, and Workshops**

BASE will help the SFPUC staff prepare for in-person community meetings at previously schedule school events. This allows the team to easily connect with a broad group of community members. These events will focus on gaining feedback about the redesign of the schoolyard. The BASE team will meet with the community in-person at the school.

### **Objectives**

- Meet with the APG school community at times and locations that are convenient to them.
- Facilitate informal workshops to share information about the schoolyard design and gather input through interactive tools while practicing social distancing and safety measures.

### **Anticipated Roles and Responsibilities**

- BASE and SFPUC staff will co-facilitate in-person meetings to share information and gather input about the schoolyard design.
- BASE and SFPUC staff will strategize on materials and activities.
- SFPUC staff will coordinate meeting location logistics.





- BASE will prepare meeting/workshop materials.
- BASE will prepare summaries of input received.

### **3.1.1 General School Community**

These engagement activities will take place during public events at the school. BASE has identified scheduled school events throughout the school year to attend to reach the wider general school community. They will bring boards with the Project's progress and be available for questions/comments from event attendees who may be more amenable to engaging in a less-formal environment.

#### **3.1.1.1 Principal's Tea**

Prior to the start of the school year, school staff and parents attended the Principal's Tea, on August 17, 2024. At this event, SFPUC and BASE presented boards that highlighted the Project, and, again, were available for questions/comments from attendees.

#### **3.1.1.2 Back-to-School Night**

On September 18, 2024, the school hosted an open house for parents. During this event, SFPUC, BASE, and BC staff shared Project information with parents and school staff. In addition to general SFPUC project boards, BASE created boards with concept images and words on which participants could provide feedback by voting, using sticky dots, for their favorites. Comments could be written on available Post-it notes and placed on the boards as an additional way to provide feedback.

##### **Objectives**

- To introduce the school community to the Project.
- To identify site issues and/or constraints.
- To solicit big-picture schoolyard design and programming preferences from parents and teachers through an interactive and informal process.

#### **3.1.1.3 School Evening Performance Event**

At the school evening performance event scheduled for February 20, 2025, the team will set up a table outside the amphitheater to present the initial concept design and receive comments/input from event attendees.

Attendees will be able to provide feedback either in person via Post-it notes placed directly on the boards, or later online via the site map tool. A QR code for the site map will be provided at the event and will be made available via the website and the printed boards for those who might not have been present at that event but would still like to participate, be informed, and provide feedback.

##### **Objectives**

- To present the preliminary concept plan.
- To provide meaningful opportunities for stakeholders to comment on the preliminary concept plan.
- To establish common priorities to inform the development of the Concept design.
- Targeted Audience

### **3.1.2 Physical Education (PE) Staff Meeting and Field Observation**

*One in-person meeting with PE teachers*

On December 2, 2024, BASE, SFPUC, and BC staff attended the school during lunch and physical education hours to observe how the schoolyard site was using during those times. After the observations, we team met



with all PE. teachers to talk about their spatial needs for teaching physical education on the site. These teachers shared their desired use of the space as well as their constraints and considerations.

**Objectives**

- To clarify site use issues and constraints.
- To solicit big-picture schoolyard design and programming preferences from PE teachers.

### **3.1.3 Student Design Charrette**

*One in-person workshop with students*

On December 2, 2024, BASE, SFPUC, and BC staff observed the Beacon after-school program. The team facilitated the students in a design charrette. The team presented scaled site plans and distributed a kit of parts that allowed students to design the schoolyard of their dreams.

**Objectives**

- To expose students to the design process.
- To clarify site issues and constraints.
- To solicit big-picture schoolyard design and programming preferences from students.

### **3.1.4 Staff Breakfast – Present Preliminary Concept**

*One in-person presentation with teachers*

*On February 5, 2025, BASE and SFPUC attended the PTA Staff Breakfast. BASE prepared and printed large scale boards to present the draft project concepts to the teachers and staff. Post It notes were made available for teachers to give their comments as well as the BASE team capturing spoken comments.*

The goal of this in person meeting is to present the concept design to the schoolteachers during an already scheduled breakfast organized by PTA. This will be an opportunity to talk to all teachers and gather their input on the concept design.

**Objectives**

- To present preliminary concept site plan.
- To establish common priorities to inform development of the concept design.
- To provide a meaningful opportunity for stakeholders to provide input on the concept plan.

### **3.1.5 Staff Breakfast – Present Final Concept**

*One in-person presentation with teachers*

*April 2025 – date TBD*

BASE will present the final concept design for the schoolyard that will reflect feedback received from the previous meetings. Stakeholder input on the final design contents will be solicited, and final adjustments and notes will be made, as appropriate.

**Objectives**

- To present preliminary final plan.
- To provide an opportunity for teachers to comment on the final concept plan.





## 3.2 Virtual Events

### 3.2.1 Targeted Audience

#### 3.2.1.1 Site Committee

BASE worked with SFPUC to select the key community stakeholders to represent the site committee at meetings. The Site Committee is comprised of representatives from SFUSD and PTA, the school principal, and certain key teachers, such as PE, science, and the garden teacher. Site Committee members are stakeholders that have been identified as representatives of different important community groups.

Site Committee members will undertake the following tasks:

- Review and develop recommendations for schoolyard use.
- Provide valuable insight and feedback regarding the schoolyard's conceptual design.
- Share issues, concerns, or priorities related to schoolyard design.
- Apply their specialized expertise and provide feedback on uses and appropriate redesign of the schoolyard that will accommodate stormwater infiltration while maintaining the best use of the school property.
- Review the draft concept plan.

BASE will develop fliers and invitation letters formatted on SFPUC letterhead. The SFPUC team will send these materials to the Site Committee group via email. Site Committee meetings will be co-facilitated by BASE and SFPUC staff; the SFPUC staff will schedule meetings and will a Zoom link for virtual meetings. BASE will prepare presentation materials.

Anticipated roles and responsibilities:

- SFPUC staff will work with the school principal to identify Site Committee members and meeting formats.
- SFPUC staff to coordinate stakeholder meeting schedules.
- BASE will work with SFPUC staff to draft meeting objectives and agendas.
- BASE will prepare for and co-facilitate meetings.
- BASE will assist with meeting logistics related to the virtual platform set up.
- BASE will summarize key takeaways from each meeting.

Site Committee Meetings

Five Site Committee meetings are planned. It is anticipated that these meetings will be facilitated (using the zoom hand raising, chat, and whiteboard functions) through a virtual meeting platform such as Zoom.

#### Verify Existing Conditions

*Virtual meeting on Oct. 1, 2024.*

At this meeting, the team gathered information from the Site Committee on the existing conditions of the site and the general assumptions for improvements with potential stormwater BMP's. Feedback was reviewed/solicited on the general program and planning process; the schedule for remaining engagement was also reviewed.

#### **Objectives**

- To clarify site issues and constraints
- To establish potential dates for community engagement opportunities
- To solicit big picture schoolyard design and programming preferences from the Site Committee



### **Present Findings and Confirm Program**

*This was a virtual meeting on November 14, 2024.*

During this portion of the community engagement, the project team consolidated information from stakeholders and gather ideas about project vision and programming.

#### **Objectives**

- To confirm and clarify site issues and constraints heard from PTA during the community meeting.
- To solicit big picture schoolyard design and programming preferences from the Site Committee.

### **Present Draft Massing Concept**

*This was virtual meeting on January 23, 2025.*

The BASE team conducted a presentation with the Site Committee to review and refine the draft massing options for the schoolyard identified based on the input received on the previous meetings. BASE also requested input about the design. The results of the design work session discussion were synthesized and will inform the final concept design refinement.

#### **Objectives**

- To share what we have heard from other groups.
- To establish common priorities to inform the development of the preliminary concept design.
- To provide meaningful opportunity for stakeholders to provide feedback and craft a concept plan.

### **Present Draft Concept**

*March 2025; date TBD*

BASE will present the draft concept design for the schoolyard. The concept design will be created based on the input received during the previous engagement meetings with site committee and the other in person meetings with the students, teachers and PTA and will incorporate feedback received from the Site Committee and other stakeholders.

#### **Objectives**

- To present the preliminary concept plan.
- To provide meaningful opportunity for stakeholders to provide feedback.

### **Present Final Concept**

*April 2025; date TBD*

BASE will present the final concept design for the APG schoolyard, which will incorporate all pertinent feedback received during the draft presentations. Stakeholder input will be solicited on the final design, and any necessary final adjustments will be made.

## **3.2.2 Community Meetings**

Community meetings will take place with the PTA. The meetings will happen during established PTA meetings. The design team will present concepts and seek feedback from PTA.

BASE will develop invitation fliers and letters formatted on SFPUC letterhead. SFPUC will send to PTA via email. Community meetings will be co-facilitated by BASE and SFPUC staff; the SFPUC staff will schedule meetings with PTA and will provide a Zoom link. BASE will prepare presentation materials.

Anticipated roles and responsibilities:





- SFPUC staff to identify PTA members and meeting formats.
- SFPUC staff to coordinate PTA meeting schedules.
- BASE will draft meeting objectives and agendas.
- BASE will prepare for and co-facilitate meetings.
- BASE will assist with meeting logistics related to the virtual platform set up.
- BASE will prepare presentation materials.
- BASE will summarize key takeaways from each meeting.

It is anticipated that these meetings will be facilitated (using hand raising, chat, and whiteboard functions) through a virtual meeting platform such as Zoom.

Three PTA Community meetings were scheduled as follows:

#### **3.2.2.1 Gather Input on Existing Site Conditions**

*Virtual meeting with PTA on November 12, 2024*

The BASE team facilitated one on-line meeting with the PTA to gather input about the schoolyard existing conditions, as well as desires for the renovation design. BASE present an interactive Miro board with precedent images to gain input on the different ideas. BASE provided space for comments and suggestions for renovation design options.

##### **Objectives**

- To clarify site issues and constraints.
- To solicit big-picture schoolyard design and programming preferences from parents.

#### **3.2.2.2 Draft Concept for Schoolyard Design**

*One virtual meeting during the PTA meeting on February 4, 2025*

The BASE team conducted a presentation to the PTA during their regular scheduled meeting on 2/4/2025 to review the preliminary concept design of the schoolyard and requested input on the design. The results of the design work session discussion were synthesized and will inform the final concept design refinement.

##### **Objectives**

- To present preliminary concept plan.
- To establish common priorities to inform the development of the conceptual design.
- To provide meaningful opportunity for stakeholders to craft the concept plan.

#### **3.2.2.3 Final Concept for the Schoolyard**

*One virtual meeting with PTA on March 2024. Date TBD.*

BASE will present the final concept design for the schoolyard that includes all pertinent feedback received from previous meetings. Stakeholder input will be solicited on the final design contents. and any necessary final adjustments and notes will be made.

##### **Objectives**

- To present preliminary final concept plan.
- To provide an opportunity for stakeholders to comment on the final concept plan.



## 3.3 Online Engagement

### 3.3.1 Interactive Map

BC will create a web application for sharing Project concepts for stakeholder feedback. The web application will be an ESRI ArcGIS Online solution that will compile and report on data received.

The web application includes:

- A landing page with a project rendering that can be navigated and that includes planned features for public comment.
- A form-based tool for users to enter input based on selection of a feature or location of interest.
- Data storage that includes reporting on user data for Project stakeholders.

#### **Objectives**

- To provide an online engagement tool where the extended school community can participate and provide feedback about the concept design.

### 3.3.2 Website

BASE will work with the project team to create content for a dedicated project website. SFPUC will create this website and host it on the SFPUC domain and server. The website can provide a link to the interactive map to gather topic specific feedback.

#### **Objectives**

- Communicate Project purpose.
- Provide information and access to past and future engagement efforts.
- Link to presentations and interactive map.
- Post updates and provide portal to project activities and notifications.

## Section 4: Calendar

Figure 4-1 presents the community engagement calendar of events.

