



## McCLYMONDS COMMUNITY INPUT SESSION 2 MEETING NOTES

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### Meeting Notes for May 3<sup>rd</sup>, 2022

**In person participants:** Nicole Wells, Christina Stone, David Colbert, Kenya Chatman, Joshua Jackson, Merintha Pinson, Marijke Smit, Kathryn Wagner, Lance Kutz, Milton Reynolds, Susana Razo, Vanessa Sifuentes, Jeffrey Taylor, VanCedric Williams, Ben Tapscott, Jumoke Hinton, Leah Jensen, Misty Cross, Wanda Stewart, Sam

**Online participants:** Annette Miller, Jared Spencer, Karen Todd, Eia Gardner, James Miller, Joyce, Deepak Jagannath, Dewanna Slaughter, Brittany Bennett, Anav, Misty Cross, Kimada Nia, Fran Percelle, Brittney Bennett, Karen Summerville

### Overview of the Design Process – Josh Jackson

- Measure Y has allocated 65 million dollars for school improvement for McClymonds High School.
  - We are starting with the academic program vision that Principal Taylor, Vanessa Sifuentes and the McClymonds staff have developed. This articulates programmatic offerings, excellent classes and wrap around services that the school provides.
  - This 65 million dollar project may help catalyze a series of changes that can boost the enrollment of McClymonds High School and can help secure additional public and private funding.
  - Perkins Eastman are the Bridging Architects which means that this project has a Design-Build process. In the following phase of the project, the Facilities team will be looking for a design-build entity that consist of architects and construction firms that will finalize the blueprints and execute the project.
    - One reason that this project will do that is to help avoid cost overruns and reduce risks.
    - Before the Facilities Department can put out a request for proposal for a Design-Build entity is hiring someone to articulate the concepts and the scope of work will be and that development of the scope of work is what Perkins-Eastman is responsible for.
  - This process began last year, when Perkins-Eastman was selected as the Bridging Architects. We immediately started doing site investigations by bringing our engineers to the site to collect information. We also started the process to engage with the school community.
  - We are now in the process of producing those bridging documents, which will then be used to create a request for proposal that the district will put out a proposal to get that Design-Build entity to execute the project.
  - The Design-Build entity will start to design the blueprints for the project next year, those blueprints will go the Division of the State Architect (DSA), which is a California State agency that reviews and approves those plans.
  - Once the plans are approved by DSA, in 2024, we can begin construction. That is when the shovels will be on the ground. Depending on sequencing, we think that there will be construction in 2025, and hopefully finishing with construction in 2026, if there are some complexities during construction, the completion date may be pushed out to 2027.
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### Share Input from Community Stakeholders and Students – Josh Jackson

- We began with engagements with the Project Advisory Committee that is a group of stakeholders that are providing us with direction and input.
  - During our technical analysis we had a great chance to meet with classes a few times and we've had some great student input that we'll be sharing.
  - We've had a series of public engagements, this being the final input session for this phase. We are hoping to get some valuable input so we can complete the packaging of the bridging document.
  - We did a couple of different exercises with students, one was the generation of user profiles. For this we asked the students in the engineering pathway to interview each other about what's working about McClymonds and what's not working.
    - Some of the comments had to do with students not liking cars in the public spaces, the LIT is really popular, they were saying that they don't want this changed.
    - We heard about people gathering in the hallways and we heard about spaces in the gymnasium for things other than basketball like the weight room, some of the dance and aerobics programs.
  - We also did a second presentation call Journey Mapping where we asked students to describe a day in their lives at McClymonds High School, discussing some of the different spaces they visit and what's working in those space and not working in those spaces.
    - One student observed that there is no ventilation in the weight room and no fans in the gym, lack of airflow is what we heard in a series of journey maps.
    - Another student talked about Friday nights at the football field and how important that is and also talked about the lack of access to the tennis courts.
    - Another comment mentioned: "I don't have a place to go be by myself, so I wonder around the hallways."
    - In our first community meeting we were able to share drafts of Guiding Principles and getting feedback on different directions.
  - We got to hear about some of the concepts people use to describe the campus, voted on and added to the Guiding Principles for the project.
    - One of the key things that came up is having Grass Roots as a Guiding Principle and have authentic community engagement.
    - We compiled the votes and comments to create a set of Guiding Principles to drive the work.
  - A huge priority was having a safe and healthy school, addressing some of the concerns around wellness that students have dealt with at the site.
  - Having high quality facilities as anything that is available in the Bay Area for McClymonds students to pursue in their classes.
  - Having a quality community school that includes all of the counseling, Restorative Justice, sports programs, and all of the things that are outside of the classroom that compliments the academic program.
  - We heard a lot of comments about the campus access and flow, rethinking about how people move through the campus.
  - Reinforcing the school image and identity, people have good feeling about McClymonds and the championship legacy, but people don't often see that from the outside.
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- Also, a commitment to budget schedule, making sure that there are no surprises; that things will not be cut away or taken away during the process.
  - The first two Guiding Principles I spoke about were Safe and Healthy Schools and High Quality and sustainable facilities.
  - We heard a lot about the impact to the students with the TCE ground water contamination and how that must be addressed. We believe that there are strategies for vapor mitigation that would make this an absolute safe campus from a TCE contamination standpoint.
  - We also heard a lot about the issues with the lead in the water supply, we looked at replacing the plumbing across the campus to address those concerns.
  - We worked with our engineers to do seismic evaluation for the campus. There are three levels of seismic safety.
    - The first is a brand-new building that aligns with all of the standards of seismic safety that would be achieved with new construction.
    - All of the buildings on the campus are up to code, not necessarily as a brand-new building, but for the most part, no major issues. The two exceptions to that is that there is a seismic safety deficiency in the shop building where the clinic and the tech center are, that building needs some investments and the bleachers at the end of the football field.
  - The next two Guiding Principles are the Quality and Community Schools and the Grassroots Community Engagement.
  - We took a look at the academic vision shared with us by the leadership of the school and heard some of the goals to have premier science labs and engineering spaces that have the types of technology of facilities that are in the workplace.
  - We heard about access to community resources and a facility that supports the entire student social and emotional wellness, along with the academic studies.
  - When we get to the last two Guiding Principles: Access and Flow and School Identity in making the McClymonds campus, especially where the parking lot is currently located, to be a place for people and not for cars.
  - One thing that emerged during student engagement is that some students said that the school felt like a jail and has an institutional character. So we would really like to transform the identity of the campus to make sure that is not the case.
  - Something else that we heard was building back McClymonds for West Oakland, we heard that concerns about charter schools and how charter schools can take spaces in recently invested facilities.
    - We want to spend a minute talking about charter schools and how charter schools get spaces in schools, so we can understand how to play defense if you will.
    - Prop 39 is a state law that was introduced in 2000, that says that if there is a school facility that has under utilized space based on state standards, charter schools can request that space for their program under Prop 39.
    - IF there is space available, per state standards, then the OUSD district is required to give that space to the charter schools.
    - A way that a school like McClymonds can reduce the risk of those claims by increasing enrollment, so if more students are coming and the school is filled, there will be no unutilized space for the charter program to claim.
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- If the capacity of the campus is reduced, by taking them away or demolished, then those spaces cannot be taken away by a charter school.
- Using spaces for things that are available, like Adult Education, Health Clinic, the Africana Center are legitimate uses to occupy spaces that can prevent a charter school from claiming those unutilized spaces.
- Based on the calculations, McClymonds is at risk and subject to Prop 39 requests. There are charter schools that are looking into that and that are eligible to make requests.
- Based on those calculations, McClymonds High School is currently 70% utilized by the school program. Adult Education and some of the other supplemental programs on the campus are taking up the unutilized space right now.
- You can see that from peak enrollment that happened in early 2000s of 776 students down to a projected enrollment for next year of 368 students where some of that unutilized space is coming from.
- It means that when we look at the future of McClymonds and planning for it, reducing capacity in the short term would help protect the school from charters claiming that space.

### Share 2 Conceptual Scenarios – Josh Jackson

- Next we will talk about some conceptual options, these conceptual options have a range of different moves and they all don't have to go together, think of these as two different menus that have different options in them.
- What we are going to ask you guys is: what are the things that are the biggest priorities, that you think is appealing, that you would like to see carried forward?
- If you see something that is up here that you think it's a terrible idea, we would like to hear those too and if there is something that is not up here, that you think that is missing, we'd like to see that too.
- This is a vehicle to engage and test ideas. We are going to be walking through them and we would really like you input.

### Scenario 1

In Scenario 1: we are looking at creating a new building and demolishing the shop building, the new building will be for classrooms and labs.

- The first step would be demolishing the existing shop building, demolishing the bleachers and investing in the building systems of the existing structure. This would mean replacing plumbing, installing HVAC systems and doing a full refresh of all the classrooms and labs.
  - The second step would be to build new bleachers where the old one were, you would get the same size and the same resources.
  - Some of the issues with this option is that some of the same capacity is restored, we would be moving the activities that are in the shop building into renovated spaces in the existing structure, so that the new spaces in the new building would be used for pathway labs and other labs that would be used for students.
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- We would also do a focused investment in the exercise rooms, the locker rooms and gymnasium and focus investments in the auditorium and the cafeteria, above and beyond a refresh of finishes and furniture. It would be more of a transformation of those two spaces.

### Scenario 2

This option we're calling a campus overhaul and includes some of the same updates to the building systems and labs but looks to invest in the grounds as a main priority.

- The first step here would be demolishing the shop building, demolishing the bleachers and would like to explore a concept of demolishing the pool and the pool house.
  - This would include updated building systems and classrooms in the existing structures, new HVAC and new plumbing.
- In the second phase, we would relocate the basketball courts where the pool was.
- We would move the parking out of the central campus area and put it where the basketball courts were before.
- By moving the parking and the demolishing of the shop building, it would create a new open space for a court yard in the center of the campus that could be vegetated with trees, an update of the plaza of peace or entirely a new vision.
- Really making an investment in the core of the campus as a main priority.
- We are imagining a newer larger grandstand with higher spectator capacity and a technologically equipped press box and a new score board that has a screen on it.
- In moving the parking, there's an opportunity to create a new campus entry that can portray a positive image to visitors and new outdoor basketball courts.

### QUESTIONS, ANSWERS & STATEMENTS:

**S (MR):** There might be some value being in small group conversations as you walk through Scenarios 1 and 2. The reason being is that there might be some consensus around the elements that you like, there's also an opportunity to parse out what you don't like. The ultimate goal is to identify the pieces that are desirable from the two concepts so that they can be melded into a concept that will be inclusive of the best elements but will also do away with the things that people don't support. The ultimate goal will be to vote on the large papers with red dots for the things you don't want and green dots for the things that you do want, if you have additional notes that you would like to scribe onto the scenarios, please do so. What we're trying to do is to get the largest harvest of your feedback and as specific feedback as possible on the various components.

**S(BT):** I have a problem with not having a Scenario 3. I resent the fact the conversation about charter schools coming into our space. We want to build it and improve the curriculum, it would be to make this building 3 stories. Our alumni will not stand for any charter school coming in here. The fact that they only gave us 65 million is an embarrassment, they gave Fremont 137 thousand. What I have not heard is that if we're going to build from the ground up, or are we going to use existing foundation, which would affect the cost. Also, I suggested last time, numbering the buildings so they would know which ones are A and B when you're making the presentation.

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**S (MR):** Here's what I suggest for process perspective, we've gone into a scenario before where we talk about the things that we can't do; what I would love to do is to talk about the things that we can do with the 65 million dollars. I appreciate the layers of input you're adding, what I suggest for the purpose of process, so that we can move forward as a collective is to make sure you capture some of those notes in your sheets as well as on the post its that will end up on the large papers.

**Q: (WS)** I know you've been doing some work with kids and there's limited people in the room, is that it for community engagement with this phase of the project?

**A: (J.J.)** No, this is not the end, I'm weary of the word "vote". We are not voting in Scenario 1 or Scenario 2. What we're looking for is trying to understand what components of these concepts are the ones we should carry forward. In the overall process, we are at the beginning of a process that will be going on for the next few years. This work that we're doing now is to generate a concept that the Facilities Department can put out a request for proposal to get firms for the next phase of the project. We will vote on some of the general aspects of the project, then the Design-Build team will come in and collect the finer details as to what will go into the project.

**Q: (M.C.)** For a third scenario, I wanted to see what the difference in cost would be if we had all those things. We have already been through this rodeo show of the design and four years were wasted. If we can see all of that in one scenario, because I think our kids deserve all of that. If we can see all of that in one scenario and show the students what that looks like and invite all of the parents so they can be engaged. I think I heard you say that you did some engagement with some students, but I think you should do a meeting with them without all of these stakeholders and people that are not going to be really involved in this school. We have community members that have children that might want to put them here, they should be the ones that should be putting on stickers on what they want.

**A: (J.J.)** We can do a third scenario, that's a great idea. In some cases, there is a one way or another. For instance, moving the parking or keeping the pool, we're interested in hearing what are the priorities of what can we do with the funds that we have available now that will catalyze the big change so that students can have everything.

**S: (J.H.)** I appreciate the work, for my understanding I want to be clear that I am giving input and our ideas, it could be an ice cream shop on the side or something like that. Just for the sake of this, I know Building and Grounds have shortcut language some of the time like the shop area. The shop area is a health clinic by Children's Hospital that serves our families and students, and we also have a youth development center there as well. I think that moving forward, we don't call it a shop, I know there may be a maker space, but it also has the health clinic and a youth development center there that we haven't really named, if people don't know that space it cuts it short.

**A: (J.J.)** That is a really good point, I think calling that out and naming that is something important, that's valuable and that's something that we'd like to get out there.

**S: (M.R.)** That's why getting into small groups is important, there are people that know the site more closely. In terms of generating

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### Online Meeting Notes – Ray Bermudez

**Scenario 1** includes a new classroom building, updates to all the major building systems, updates to the exercise facilities and replacement of bleachers.

#### **QUESTIONS, ANSWERS & STATEMENTS:**

**Q: (E.G.)** Can you all elaborate where the school-based health center would be located in both scenarios?

**A: (R.B.)** In scenario 1, the health clinic would be in the new classroom and lab building.

**S: (K.T.)** I like the idea of having a new cafeteria

**A: (R.B.)** Yes, we have heard that some students don't like going into the cafeteria, so that would be updated in this scenario.

**Q: (E.G.)** Can the location of the clinics be included in the slides moving forward, so that the information is not lost moving forward?

**A: (R.B.)** Jumoke also brought up the concern and they have taken a note about that to make sure is documented.

**Q: (A.M.)** In scenario 2, would the school labs and maker space go into the main building?

**A: (R.B.)** We need to confirm that, but we're pretty sure that they will be housed in the main building.

**Q: (K.T.)** We know that the replacement of the bleacher is due to safety, is that correct?

**A: (R.B.)** Yes, in scenario 1, it would only be the replacement of the bleachers, in scenario 2 it would also include a press box.

**In Scenario 2** would include a campus overhaul and building systems updates, re-visioning of the central area to make it more open and student friendly. The parking would be more, so is not in the middle of where all the students are, some of the outdoor courts will change in location. The new grandstand with a press box, new bleachers and a new scoreboard.

**S: (K.T.)** This scenario fits with the student's desires, I like it.

**Q: (A.V.)** Does this scenario reduce or change overall classroom capacity?

**A: (R.B.)** This would be a reconfiguration and without the shop building, the capacity will be slightly altered and there would be a reduction in classrooms.

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**S: (D.S.)** The current location of the parking lot is facing a lot of classrooms, so you would have a lot of interruptions to the classrooms, unless you can soundproof the windows.

**A: (R.B.)** This would be more of a congregation area, this area would be more of student centric type of activities, the basketball courts would be behind the gym. Where the current basketball courts are located, that would be the parking lot. In the new central space there can be activities around outdoor learning, or rallies. Right now we are doing this exercise to see people's preferences, in the fall, we will be talking in more detail about the specifics of the project.

**Q: (A.V.)** Are we taking the pool out with scenario 2?

**A: (R.B.)** Yes, with this scenario, the pool is being taken out.

**Q: (A.V.)** Where would the pool go in Scenario 1?

**A: (R.B.)** The pool stays in Scenario 1.

**S:** If we could have the changes in Scenario 2 and have a renovated cafeteria, the school would have a different feel to it

**S: (K.T.)** I believe in both scenarios the clinic and teen center would come into the main building.

**S: (A.V.)** A message about the pool. I've swam in the pool and it's a really nice pool. I think it would be hard to rebuild a pool of that caliber at McClymonds today. We should try to maintain that pool, make sure there's hot water in the locker room showers for all sports, and keep the valuable assets the campus already has in good working order.

**S: (K.T.)** How recent did you swim in the pool? I thought it was closed down?

**Q: (A.V.)** A few years ago DeFermery was redoing it's pool, so to keep West Oakland summer swimming available for the public, the McClymonds pool was offered for summer swimming. As for "a few years ago", I mean sometime within the last 10 years. Is the document with the Scenarios shared online? Is there a link?

**A: (R.B.)** I can send it them out and they will also be posted online

**Q: (E.G.)** Where would the clinic go in scenario one?

**A: (R.B.)** The clinic would be relocated to the main building.

**S: (K.T.)** I like the new cafeteria.

**S: (A.M.)** Scenario 2, but would the school have labs and maker space inside the classroom part.

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**S: (K.T.)** We know bleachers have to be replaced for safety. We know the shop building has to go!

**Q: (A.V.)** Can this document be shared with us online right now so we can see the other scenarios that aren't shown on the screen?

**A: (R.B.)** Yes, I will send these files out and they will be posted on the website.

**Q: (K.T.)** Scenario 2 please, this scenario fits with the student desires, I like it.

**S: (A.V.)** Someone here is asking if this scenario reduces/changes overall classroom capacity

**Q: (J.)** Is the pool no longer an option?

**S: (D.S.)** Moving the parking lot to basketball courts

**S: (K.T.)** If we could have this plus the cafeteria, the campus would feel very different, in a good way.

**S: (E.G.)** If the school wants to increase enrollment over time, scenario 2 would not allow for this.

**Q: (A.V.)** Agreed, I can't see when the chat box comes up, it becomes a black box over the image, that's why I wanted the document shared

**S: (A.M.)** You are taking the pool out, I don't like that.

**S: (D.S.)** I don't like the pool removal.

**S: (A.V.)** A pool of that caliber would not be built at McClymonds today. Our facilities could be maintained, I'd rather put the basketball courts where the tennis courts are and keep the pool

**S: (A.M.)** Well I like Scenario 1 because of the pool.

**S: (A.V.)** I agree with the others here that we should keep the pool

**Q: (K.T.)** How many years has it been since students were able to use the pool?

**A: (R.B.)** The pool has not been used for about 3 to five years.

**Q: (A.V.)** I recall there being garden space near 26th street. is that being considered and kept?

**A: (J.)** My preference is Scenario 1, but add in the Scoreboard.

**S: (K.T.)** I am very open to moving the basketball courts to the tennis courts.

**A: (A.V.)** I think there were students/people working in the gardens within the last year.

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**Q: (K.T.)** The garden are in raised beds?

**A: (A.V.)** yes

**S: (K.T.)** So they can be relocated?

**Q: (J.)** Where will the parking be moved to on Scenario 1?

**Q: (A.V.)** How do people feel about moving the basketball courts to where the tennis courts are and removing the tennis courts altogether (or just keeping one depending on space)?

**Q: (E.G.)** For safety do these plans include new gates surrounding the campus similar to the gates at Fremont or like the entry gate at Fremont?

**S: (K.T.)** Students really want the plaza of peace not to be a parking lot, parking has to move.

**Q: (E.G.)** Next time, share the slides if possible or at least the scenario images.

**Q: (K.T.)** In scenario 2, can parking be moved to the shop area?

**S: (J.)** I think the hybrid works well! Glad the zoom participants were included!

**S: (F.P.)** Hybrid is great

**Q: (A.V.)** I thought he said what the possibility of moving the basketball courts to where the parking lot is now. Was there a reason that was not possible?

**Q: (K.T.)** Does anyone else live in the area?

**Q: (A.V.)** Wow, \$9M-\$26M for central HVAC system. Is that a replacement of something that exists now?

**Q: (K.T.)** yes, that's an estimate, but that is what it takes to replace the entire system

**A: (R.B.)** yes, that's an estimate, but that is what it takes to replace the entire system

### **In Person Breakout Room Notes – Christina Stone**

**S: (N.W)** So let's get into small groups and start creating that input!

(Several table groups formed and conversations facilitated. Notes made and some dots placed on the printed scenarios)

- Sam agreed that moving parking is a good idea.
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- Old window framing, when replaced windows installed brick on brick. Make it architectural and soften it.
- Discussed cost of replacing the scoreboard with NW.
- Wanda mentioned outdoor classrooms and shade structures
- KC worked with Tapscott to get comments and feedback

### Report Out Notes – Ray Bermudez

#### QUESTIONS, ANSWERS & STATEMENTS:

**S: (V.W.)** As I walked in, I saw that everyone was really engaged in the process, having some good discussions. Glad to see that we're bringing community engagement to in person, see each other's faces, read context and be able to change ideas, really is the first step. Blessing to see discussions, agreements and disagreements. Needed space to share new ideas. We needed the space to share our new ideas here. This won't be an easy process. We do have a long history of expectations that we need to do something and do it right away. This conversation is that step in moving the conversation forward. All agree that something needs to happen and McClymonds deserves some new energy and design. Looks like we're getting suggestions on the prints, and we can leave with that input. This is only the beginning to the next conversation to be had. Thanks to Principal Taylor for providing the space for us to be here, thank you to Executive Director, Ms. Sifuentes and to Perkins for being here, listening, hearing and creating the engagement. Ms. Cross has been passionate, speaking for herself and past students who didn't get this opportunity, your speaking for our parents who want better for their children. Thank you for advocating and we will expect you to keep going, this has been a long time in the making, even though we have a timeline, we need to get these thoughts, feelings, ideas out so we all are on the same page as we move forward. This has been a long time in the making. These conversations are coming from the ether and a space from past students, alumni and community. Looking forward to the next iteration of this.

**S: (J.J.)** In a moment, we will hear all of the information that we shared, first want to share comments from online.

**S: (R.B.)** We have had a lively conversation online. Like Scenario 2, people liked the idea of a renovated cafeteria. Many folks don't want the pool to go. We had conversation about where parking lot should go. Conversation around basketball courts, tennis courts, right now we have a team of motivated young ladies participating in tennis and discussing where to put courts in future. We are making sure that we document all of this and think the number of folks here online and in person match number of participants that we've been getting on our online meetings. We generally get about 30-40 participants online total, and we are matching that tonight. Thank you for participating, know that we were competing with the Warriors game.

**S: (M.R.)** One of the things I was excited about, there's some poster tags, I think the poster tags are more reflective of the conversations that were had. I think that there is more layer in some of these and there maybe some meanings to get out of them, I am going to read a couple out and if these are some of the things that you wrote and you would like to elaborate on it, I appreciate you adding to the conversations.

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**Q: (M.R.)** I am looking at one that says garden, outdoor classroom support, SEL, wellness, positive social impacts, deeper academic learning. I am assuming that it's related to the classroom space here, is that correct?

**S: (W.S.)** The outdoor green area can be better purpose for serving the academic needs.

**S: (M.R.)** So plan in a way so that it can be interactive and it can be used as an outside classroom as well.

**Q: (M.R.)** I have: art centers are essential culturally, so is that a request for murals or there's something more specific?

**A: (J.H.)** No, I am talking about spaces for music, arts and musical performances.

**S: (M.R.)** There's a suggestion to move the basketball courts to a new location but preserving the pool. There's also: Keep the pool as part of mitigation to global warming, social community development. It also minimizes the number of drownings that happen by bring in programs to teach the kids about being in the pool, there is not enough programs that teach that in urban spaces.

**Q: (M.R.)** Here we look at having some dedicated labs on the second floor. Is that the shop building that you're talking about?

**A: (J.J.)** So the nature of that structure, which was originally a shop building which house a clinic, teen tech center and some other great amenities. That building, by virtue of its construction method has some seismic deficiencies. It would be very expensive to take that existing structure and bring it up to the standards that would be needed in a renovation, it's actually cost effective to replace that building with a new structure.

**S: (M.R.)** In Scenario 1, there are also comments about having outdoor gardens and space for classes, similar like Scenario 2. They are also asking for gender equity space for athletics. They are asking to move the tennis courts to the other side and they are asking to put the tennis courts on the rooftop of the gym. They are asking for a new grandstand and a new state of the arts scoreboard, but they are asking for it to be moved to the south side of the building.

**S: (J.H.):** Bring in federal dollars for rehabbing the school building.

**S: (M.R.):** Request for students to be able to eat in the cafeteria and surround systems for the auditorium. Bleachers need replacement inside the gym, set trees for more shade and wellness. They also commented on charter schools having access to the campus if there are spaces that are left open.

**Q: (M.R.)** That's about it for the post its, is there any other input from folks:

**S: (S.)** Where is the youth voice in this meeting? We're at the school and no young people are here. The quotes from the students are pretty elementary when they talk about what they want, when they said that the library is chill, they like to be in the hallway, need space for cheer practice. When we're looking at these

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papers, we're talking about millions of dollars, so the conversations should be more than the library is chill, it should be about what's happening, how much money is being used. That is not reflective when I look at student engagement, is that the civic engagement that's been happening around the conversation in spending 65 million dollars? Are we taking questions like "what do you like at your school?" as real student engagement?

**A: (J.J.)** The student engagement was more robust, apologies that this isn't reflected in the printed presentation. We've been conducting long term engagement with the students in the Engineering Pathway and I want to shout out Ms. Jensen who has been endeavoring for us to work with the Entrepreneurship Pathways as well. The students have been engaged, providing a lot of contributions, but I want to say that they are very busy, like with standardize testing.

**S: (S.)** The questions that were posed to the students like "What works at the school?", "What do you do on campus?" and "What doesn't work?", those are simple questions.

**A: (J.J.)** Those questions were developed in partnership with the instructor, we were not asking those questions, they were interviewing each other. We were trying to teach them about the empathy components of design, which is what the teacher wanted of this class. That was the first engagement of three. The second one had to do with Journey Mapping which didn't make it into the printed presentation, but we can put it up on the screen right now. The exercise asked students to walk through their day and identify what the issues are in all the different spaces, the third exercise that we will be doing with them is to come up with concepts of what they would like to see in the future. WE have been trying to integrate with their curriculum so that this is not an additional burden to them in addition to their classes.

**Q: (S.)** Where are those teacher and students now?

**A: (J.J.)** I am not sure where they are right now, but we have been trying to meet them where they are by visiting their classes, we are making an effort to come to their classes so it's not an additional burden on their time. If you have ideas on additional engagements that we can pursue with the students, we're all for it.

**S: (J.J.)** So, the next steps include our number one priority, which is continuing student engagement, this is so important, and their input has been so meaningful. We are looking to get time from the teachers so that we can get in front of the students again. We are going to be processing everything that we heard today, taking the notes, taking the red dots as well as we've been taking notes and trying to listen carefully. We're going to use everything we've heard to develop a third scenario that has some of the options that people reacted in a positive way and omit the ones that were negative. We will be developing the bridging documents that we will give to the OUSD Facilities team the materials they need so that they can put out a bid to find the Design-Build entity to continue this process. We want to make sure that input from today and any other meetings are incorporated into that design. If there are additional that you were not able to get in and you think about it on the way home, I would email it to Ray and that would find its way to the project team. There's also a project website, where these presentations are posted on the website.

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**S: (W.S.)** As far as student engagement, it would be really smart to go to the middle schools because those are the kids that are going to live it, so it helps us track them and their commitment for what they want for themselves.

**S: (M.C.)** There are buildings going up around the city, they need to know that there's something that is being built for them.

**S: (N.W.)** Thank you! This is what we needed!

**S: (J.J.)** Please give the sheets and notes to me.

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