



## McCLYMONDS PROJECT ADVISORY COMMITTEE MEETING NOTES

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### Meeting notes for McClymonds Project Advisory Committee, March 29th, 2022

**Participants:** La'cole Martin, Annette Miller, Jaqueline Hutton, Jeffery Taylor, VanCedric Williams, Nicole Wells, Misty Cross, Eddie Dillard, Kenya Chatman, Josh Jackson, Lance Kutz, David Bishop, Annette Miller, Eia Gardner, Relonda McGhee, Merintha Pinson, Wanda Stewart, Susana Razo, Jumoke Hinton, Ron Muhammad, Marijke Smit, Katherine Wagner, David Colbert, Jared Spencer, Vanessa Sifuentes, Brian McGhee, Christina Stone, Assata Olugbala, Ben Tapscott, Leah Jensen, Victor Valerio, Milton Reynolds and Ray Bermudez.

### Overall Process of the Project

- The McClymonds Modernization process is a design-build process in which there will be a design-build entity. That means that there will be a combination of architects and contractors that will design and build the project.
- We anticipate that construction will be finalized on 2026.
- We are currently in the bridging documents phase of the project. Our firm, Perkins-Eastman, is defining the scope and overall concept of the work so that OUSD can put out the bid for a design-build entity.
- We had a community meeting at the beginning of this month that was open to the public at large.
- We received some great input on Guiding Principles and we saw some preliminary site analysis.
- We also had a chance to get back to the students in the Engineering Pathway and we are also trying to set up some engagement right after Spring Break with the Entrepreneurship Pathway students.
- Today, we will be going through the review of site concepts and we will be giving a similar presentation at the second community meeting on April 12<sup>th</sup>, after Spring Break.

### Update on Student Feedback

- We had a chance to conduct two exercises.
    - The first had to do with creating a student profiles. We had the students interview each other and also imagine what other teacher, visitors or administrators might have as an experience.
    - The second was an activity with journey mapping that is looking at a day in the life of a student on campus.
  - Some of the things that we heard is that there are cars in the public spaces.
  - We received a lot of positive feedback on the library and the hallways are used as social space.
  - We heard that the cheer team is lacking space.
  - People liked the weight room but wish there was more of it.
  - We received real critical comments about the cafeteria.
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## **McCLYMONDS PROJECT ADVISORY COMMITTEE MEETING NOTES**

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### **Update on the Guiding Principles and Evaluation Criteria**

- We conducted a few exercises during our community meeting when we reviewed the Guiding Principles.
- One of the exercises was to provide one key word that describes McClymonds and it really reinforced the, resilient, and historic character of the Mac community.
- We also did a review and input on Guiding Principles.
- We gave people an option to give an up vote or a down vote to different ideas as well as an opportunity to submit new ideas.
- All the ones on the screen right now are all the Guiding Principles that got at least one up vote, including some additions that were not included in our original list.
- The Grassroots Community Engagement Principle was selected as a top tier principle to guide this work and we added it, along with other guiding principles that were suggested by this group and other members of the McClymonds' community.

The Guiding Principles include:

- A safe and healthy school with high quality and sustainable facilities.
- A quality community school that supports all the wrap around services and enrichment that a comprehensive high school of 650 students needs.
- The Grassroots Community Engagement Principle is one that we have added and it talks about having input in all areas of participation of the project and as a school as a whole.
- Improving the campus access and flow.
- Reinforcing the school's image and identity.
- Maintaining a commitment to budget and schedule.
- When we apply these guiding principles to the campus and listen to what we have heard from various stakeholder groups, we generate a set of needs for the site organized by each category.

### **Building Conditions – Josh Jackson**

- There is the plumbing replacement to eliminate the lead in the water and the pursuit of vapor mitigation to make sure that any TCE vapors in the soil do not penetrate into the building.
  - The structural engineer reported that even though the main building will need some investments to come up to the standards of a contemporary new construction, there were no major deficiencies.
  - It could be a situation that there could be money spent but there are no glaring issues to address on that main structure.
  - Unfortunately Building C, which is the shop building and the bleachers did have some potential seismic deficiencies.
  - We also heard that classroom labs are in need of updates across the board and there are thermal issues, especially with the rooms along Myrtle as it can get quite hot.
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## McCLYMONDS PROJECT ADVISORY COMMITTEE MEETING NOTES

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- The bathroom fixtures across the campus all need replacement, which is associated with the lead in the water.
- As we think about Quality Community Schools and Grassroots Community Engagement, some of the needs that arise from those principles include that the gym needs some updates, especially when it comes to women sports.
- The auditorium is also due for some update in order to serve the needs that folks have in mind.
- The community use of the school can be inconvenient due to a closed gate which makes it difficult to park in the campus and makes it difficult for community use.
- Some of the successful community use and partner activities include Building C, the Shop Building, but that's concentrated on one side of the campus.
- We also heard that the cafeteria is not an appealing space; it is not somewhere students hang out. If students are getting food, they will get the food and leave as soon as possible.
- Moving on to the final Guiding Principle, the campus access and flow, school image, identity and commitment to budget and schedule, some of the needs that we heard on those topics are:
  - Poor event access when there is a big basketball game or football game; it is not configured to accommodate guests.
  - The LIT or the library works really well, in part because of the flexibility like the movable furniture and the art in the space. There were suggestions to apply the success from the LIT, to the rest of the campus.
  - The parking in the center of the campus is disruptive, it messes up the flow and the ability of that space to be a social space.
  - The front door on Myrtle Street is not always seen as the front of the building, it makes it tough for students and visitors.
  - There are aspects of the campus and within the facilities that feels institutional in a negative way.

### Review Conceptual Scenarios

- All these scenarios are working with the 65 million dollar Measure Y funds that have been allocated.
  - We are also implying that the plumbing will be replaced and the vapor mitigation will be done in all three scenarios. These are essential for the Health and Safety Priority Guiding Principle and are included in all the examples that we will review.
  - Although we are working with that 65 million dollar budget, we are working with the notion that work could happen afterward if more money is identified.
  - The goal for the exercise today is not for folks to vote on which scenario you like the most, we are looking to get reactions to elements of the plan. Based on the feedback we will create a hybrid or sensitize to include in the concept to the bridging documents.
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## McCLYMONDS PROJECT ADVISORY COMMITTEE MEETING NOTES

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***The three scenarios we will be going through today are:***

***Scenario 1: Distributed Updates***

- In this scenario, there will be updates throughout as many parts of the campus as possible.

***Scenario 2: New Classroom Building***

- In this scenario, there would be a small 6 classroom building with premier spaces for Pathway Labs or other types of activities.

***Scenario 3: Updating the grounds***

- In this scenario, we would be addressing the vapor mitigation and plumbing, the rest of the funds would focus on the campus grounds.

**Scenario 1: Distributed Updates**

- We are going to keep all the existing buildings on the campus and make updates throughout.
- The grounds updated in this scenario would include new bleachers on the sports field.
- All the spaces will be improved on the campus including classrooms, labs, shops, auditorium, and cafeteria.
- This would also include updating the systems like plumbing with the rest of the building components.
- In this scenario, there will be no change in the capacity of the campus, this means folks like Adult Ed. would continue to share the campus and we would address some access issues.
- This scenario would include a new Heating Ventilation and Air Conditioning System, new classroom and lab furniture.
- This will also include Audio and Visual updates, along with updates to the I.T. systems.
- New paint and finishes across the campus.
- New furniture in the cafeteria and kitchen equipment, new audio and visual equipment in the auditorium and new football field bleachers.
- The improvements would be distributed equally across the campus, so that in the future, you can make additional investments in these buildings, add new buildings or invest in the grounds.

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

**Q: Is there seismic issues with where the LIT center space is located?**

**A:** *The information that we got from the structural engineer is that building A,B and H, which is the one that hosts the library, the auditorium and many of the classrooms and labs are not up to the current standard of a new construction as far as safety, but there are no structural deficiencies that require immediate attention.*

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## McClymonds Project Advisory Committee Meeting Notes

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**Q: (J.T.)** When you say immediate, what do you mean?

*A: I mean that it is not a priority at this time that needs to be addressed by this 65 million dollar phase of work.*

**Q: My question is, if we invest the money in it and in 3 to 5 years you say it is going to need a lot of work and you guys say that is not safe, are you going to tear it down? That's a waste of money.**

*A: That's a very good point, if you make investments in a building the state architect requires the structural safety to be brought up the same on that building as a new building. The structural engineers is saying that there's an option to make voluntary seismic upgrades but they wouldn't be mandated by the state authorities.*

**Q: (L.J.)** During the last project, we had our boilers upgraded and they did a lot of work to heating system, so is that just going to be thrown out and we're just starting with something else? We also added the fans as part of a thermal solution on the Myrtle side of the street, those were expensive fans but only do a minimal amount of cooling, and it's still too hot in those spaces. What is the long term thinking about how we're using money wisely? We have this money, we're making these decisions and five years down the line we're throwing that out. What is every option? How are we thinking about a long term planning?

*A: (N.W.) There is a part in this presentation that we talk about the scenarios and what can be done in the future. We are distributing the money evenly and if there were things that we don't need to touch, we wouldn't. If the boilers have a life span of 20 years and we installed them four years ago and we were going with this scenario, we would leave it and replace the other parts that are needed.*

**Q: (V.V.)** Are there price tags that will be shown with these scenarios?

*A: (J.J.) Each of these scenarios show different concepts that have components that could be combined as a synthesized concept at the end. We are interested in hearing reactions to parts of the scenarios that we're presenting. We will not be picking one to move forward with today. And the price for each of these scenarios is 65 million dollars, they all have been set up to use the Measure Y funds that have been allocated.*

**S: (B.T.)** I am confused what we can plan with a budget of 65 million, that must be a parking lot. They gave all that money to Fremont, they passed over McClymonds four or five times with Measure A, Measure B, Measure J and Measure Y. I would like for the building to be three stories projecting out for future growth. We need an updated press box along with the bleachers, with video screens in one end and state of the art technology in that area where the bleachers are. The press box now is dilapidated and put together by a volunteer. I don't see what you're going to be able to do with 65 million dollars, once you get through the design, you don't have any money to move this project forward.

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## McCLYMONDS PROJECT ADVISORY COMMITTEE MEETING NOTES

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**S: (V.W.)** *I appreciate the opportunity for the community to have a conversation, let's not limit them. You are all working on a salary or a contract so therefore we should be able to extend the conversation with the community as needed to get as many comments as possible. Trying to limit the community voices to less than an hour is not good faith or engagement. Please allow the community to comment more than one minute. I think you've watched board meetings, so you know that one minute is not near enough for communities to give their voice. I think that 65 million is actually the floor; there's still things I haven't heard. I haven't heard about a football field, I haven't heard about the pool, I haven't heard about tennis courts and I'm sure there's a few things we've left out. The community needs to know what the estimates of these particular items that are being presented. That would actually help us make clearer decisions. I believe there's about 11 million dollars for the football field, you take that off 65 million, and you're down to 50 million. There's going to be a problem, what I would suggest is that we get everything the community is asking for, put that on the list and then let the community know how much all of those things will cost and have the community have a discussion on what is most important. If you're just giving them three scenarios, you don't give them a chance to see the impact of all the items. Our students have been waiting for the pool to be taken care of, I haven't heard any mention of that. Our students are waiting for a better football field, we have not heard about that. I think we need to look at all these items that are listed and see where that takes us in addition to the 65 million.*

### **Scenario 2: The New Classroom Building – Josh Jackson**

- This one starts with the demolition of Building C and relocating those activities that are in Building C into Building A.
  - We would then replace the plumbing in Building B and H, the main classroom building along Myrtle and update that with new paint and furniture.
  - We would construct a new 10 square foot building where Building C was before.
  - We would reorganize the core of the campus, moving the parking to the northern edge.
  - We would move the basketball courts more into the core of the campus creating a central courtyard.
  - We would make significant updates to the cafeteria and the auditorium, focusing the investment in Building A.
  - We would also make updates to the gym, exercise room and locker rooms.
  - At the end of Measure Y, we would have all the systems upgraded across campus.
  - This would not have any net gains on the capacity but it would have better organization of the partner programs.
  - The new classroom building could host Pathway Labs, for example, an Advance Robotics Program.
  - The gym upgrades can include a dance studio and expanded weight room.
  - The cafeteria can significantly be reconfigured with the advancement of this scenario, with potentially making it so that there's different stations that students can go up to for different cuisines.
  - The auditorium will include new audio/visual equipment, the lighting, seating, as well as new acoustic treatment to make the space more effective.
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## McCLYMONDS PROJECT ADVISORY COMMITTEE MEETING NOTES

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- Because the investments are focused on Building A and the gym, it may be potentially cost effective in the future and finish demolishing Building B and H with the opportunity to build a new classroom building along Myrtle St. with future funds that have not be identified.

### **Scenario 3: Focus on the Campus Grounds – Josh Jackson**

- We would demolish Building C and relocate the shops to Building H.
- We would make modest updates to the gym and replacing the plumbing, new paint and furniture.
- This scenario includes reconfiguration of the parking, the basketball courts, and the central courtyard that would be better suited for social activities.
- We can add the scoreboard, a grand stand with a press box.
- We would have the systems upgraded in the buildings but not too much extra investments in the building.
- We would right size the campus by eliminating Building C, the Adult Education program may not be hosted by the site anymore.
- The positive about this one would be major campus grounds upgrades.
- That could include a very gracious campus entry that's branded with McClymonds.
- With this scenario, because we've heavily invested in the campus grounds and if funds are found in the future, it would be easy to replace the buildings.
- What is true for all of the scenarios is the replacement of the plumbing throughout the campus and the vapor mitigation, along with the replacement of all the updated building systems.

We're trying to apply the Guiding Principles and we want to hear your reactions about what you appreciate about each one as well as what concerns are.

We'll have a slide on the screen and we will captures people's comments in real time.

### **QUESTIONS, ANSWERS and STATEMENT – Milton Reynolds**

**S: (N.W.)** *I understand the comment before about giving the public the time to share. I as the Project Manager need everybody in this meeting to know that you are my committee. You are elevated currently above the public, you are a part of this process with us from now to the end of this project. As we said in the very first meeting, we need you. I personally need you to help me make the hard decisions. I know that the budget is not ideal, but right now it is what I have to work with and I need my committee to help me work with that right now until something changes. We need to keep moving forward and I need you as the committee to help move it forward with these exercises. Let us know what you like and what you don't like to give the architects the direction that they need. As it goes forward, as we need more we can do more, but I need you all to help us be the project committee and help steer us.*

**S: (M.R.)** *We have about 18 minutes, so that leaves us with about 6 minutes for each scenario. What I need to hear from people is the elements that you can affirm that you feel are worth moving forward on, but I also want to hear about what people are concerned about. It's an opportunity to ask questions, but also to affirm elements that you think are positive. This may mean that the scenario that came up is a blend of all three, we*

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## McCLYMONDS PROJECT ADVISORY COMMITTEE MEETING NOTES

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*are not arguing over one or the other. We are trying to identify components that are attractive and reflect back some of the comments from community that we've collected up to date. Starting with scenario 1, I would love to hear from folks about what you are excited about and we'll save a few moments about the elements that we're concerned about.*

**S: (A.O.)** *I think it's wrong to assume that the conclusion of anybody in the meeting is that they are going to focus on having acceptance of any of these scenarios, it's almost like a mother with 7 children and you're telling her that she can only feed three. This is not acceptable, I will let others try to make conclusions about choosing some and eliminating. Everything in that school needs to be fixed and when you look at Fremont and how they have achieved that in getting everything done and you come to us at McClymonds and say, choose something, eliminate other things, that is unacceptable.*

**S: (M.R.)** *I can make a brief analogy, it's like if you're doing a house a home remodel, we might start with the bathrooms before we get to the kitchen. Working with the budget, we're trying to identify which elements should be prioritized. That is what we're trying to do.*

**S: (A.O.)** *That's what I mean, everything needs to be fixed and not prioritized, everything was fixed at Fremont.*

**A: (J.J.)** *At Fremont there was a new 12 classroom building constructed, there was one wing of the existing building that was substantially upgraded. The cafeteria and the building in which the cafeteria is in was not updated at all, they got a new gymnasium and a football field. There were substantial investments at Fremont, but they also had budgetary constraints too, so they also had to make some tough decisions.*

**S: (A.O.)** *Key word that you said is that there were substantial investments, there are not substantial investments with this project.*

**Q: (M.R.)** **Rather than make comparisons to Fremont, at least while we are all here, to have an opportunity to weigh in on the scenarios. Granted, it's not a full make over but working with the budget of 65 million dollars presently, of these scenarios, which area are attractive and which areas are concerning to you?**

**S: (J.H.)** *I want to support us in thinking that the 65 million dollars is the floor and how these processes happen is that we start someplace and then we think about what potentially need to add on. I think we need to be really clear about what the community wants, we talked about swimming pools and bleachers. I would love to hear about how building engineering programs, how building out entrepreneurial space and what does that look like as far as the student academic outcome. I too would like to get away from the comparison to Fremont where we didn't have the programing very clear, we have to be very clear about what are we building out for. I need some young people in this conversation, how does this building express the space that is appropriate for students to get what they need, because that's what school districts are about. Is it possible to do a community meeting together? I am a bit of a tactile person and also visual, is not working very well for me to be on screens looking at things. It would be good for the community to come together in a safe way to do this next level of work of discerning. In scenario 3, I want to go for whatever the big bang is and build up get more resources coming our way.*

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## McClymonds Project Advisory Committee Meeting Notes

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**Q: (R.M.)** We understand that we can't afford everything in the 3 scenarios given, this is really not a choice this is an option. There is a difference about an option and a choice. We do have to look at Fremont, their budget was almost double than our budget. When we talk about equity and fairness, you can't erase that, we would be a weak representation of community if we didn't call that into account. Mama said that you are looking for us to choose a child from a family, it's a loss either way. Even though I would agree with some of the assessments my sister Jumoke made, I have to push back. The sports programs are huge, our sports programs bring in money and translates directly to not only money for McClymonds but the District because they help boost the enrollment for the school and the District. We are city wide champions, we're state wide champions and we're known all around the nation. That attracts students and they equal money, which helps that school budget and also helps the whole District. The District hasn't supported what we've given out, we've given out champions and we've given out a whole lot of notoriety.

**S: (M.R.)** *I hear your comments varying more on the focus of scenario 3 which seem to include more focus on the sports facilities, which also includes the upgrades to the site. I just want people to know that the safety issues are being attended in all these scenarios. What we're looking at are the public facing, student facing elements to the project.*

**S: (R.M.)** *I know I talk long, but I didn't say scenario 3.*

**A: (M.R.)** *I was just suggesting that your comments seem to relate more to scenario 3, I was not suggesting that you were identifying that.*

**S: (N.W.)** *I want to remind you that we are not voting, but we want to know what you like and don't like about all of them. If you want to take a piece of one and a piece of another, we want to know all of that.*

**S:** *No one gave a timeline for the scenarios and that's huge. It would be good to know how long it would take for each option. If you're talking about young people involvement, I have two daughters who are going to pipe into McClymonds. One will be going into the 8th grade next year and one is going into the 7<sup>th</sup> grade next year.*

**A:** *In all three scenarios, we would anticipate substantial completion in 2026. The variation might include on how the phasing takes place and which buildings would come offline and online as the redevelopment is pursued. They would all have a similar completion date of 2026.*

**Q: When would be the start date?**

**A:** *The bridging documents, which is this phase of work will be completed this year. OUSD will put that out to bid also this year. Then there will a design-built entity next year to finalize design and the same team will execute the construction.*

**S:** *The reason why I think that is important is that when Jumoke mentions about young people being here, those that are student now, they will become alumni like us by the time is done.*

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## McCLYMONDS PROJECT ADVISORY COMMITTEE MEETING NOTES

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**Q: (L.M.)** What would the requirements about whether or not McClymonds students have to relocate during this process between all the different scenarios? I don't think I heard how we would house our community and our students throughout this process.

**A: (N.W.)** *Depending on what the scope ends up being, we would figure that out at a later date. If it needs to be temporary housing in portables if you're demolishing a building. It could be that you guys live on half of the building and construction lives on the other half of the building, what happens depends on what we end up deciding to do.*

**S: (L.M.)** *I do understand Nicole what you're saying but I do want to express that for me it doesn't feel very settling because what would help me make my decision is to know whether or not we would be completely relocated off our campus. I have huge concerns of us leaving that campus in full totality, it would be important to get some understanding around the process of housing us will be throughout the different scenarios.*

**A: (J.J.)** *Thank you for your comments Ms. Martin, we can't be too detailed but we can say that which scenario may be more disruptive and which would be least disruptive from a phasing standpoint. I think that's a data point we can use as we move forward.*

**S: (J.H.)** *Everyone spoke about the displacement that is happening at McClymonds. We can have portables, if things need to be demolished or upgrades have to be done within the building, things like chemicals can harm kids, staff and admins that could possibly be exposed to. Having us housed somewhere on the campus would guarantee that we'll be there as opposed to displacing us all over the district and there's no guarantee of us coming back.*

**S: (B.T.)** *Whoever did the presentation needs to label the buildings, so we know which building we're talking about. I think we need to have a two hour meeting where students and parents can get involved and get a feel about what's going on and the general public can come into the picture. I would be against any efforts to reduce the number of classrooms. We would like to see all the buildings 3 stories and house a science and technology center. It's embarrassing for you all to come to us and talk about 65 million, that's not even a parking lot. In good faith, they need to come up with 120 million dollars to even get this thing started. We waste a lot of money and we've been waiting 100 years and we want to get this thing right and we want to plan for expansion in the future. I would be against any buildings being reduced or eliminated. I would like to see some students, when they had to redesign Mac. All the students had a project where they redesigned the project. They even took the block to Market St. so passing by you can look through. I don't know with the expansions of West Oakland, if we can look North or South to see if we can get more land to expand out. I think that presentation was poorly done for the people that may not have understood which building was Building C or Building H. I think one minute is embarrassing if we're really talking in good faith and 65 million is not even a start.*

**S: (V.W.)** *I think we should extend the meeting for half an hour so that people can get all their conversations in, we all can afford 30 minutes.*

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## McClymonds Project Advisory Committee Meeting Notes

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**S: (R.B.)** *We can stay an extra 30 minutes if you want to be in discussion, the other thing that I am thinking about is that we need to have a follow up meeting. An hour may not have been sufficient, we need to have at least another hour to come back to talk specifically about this information. I think we need to have another Project Advisory Committee before we have another public meeting to finish off any conversations around this topic. I will send you some options as to when we could meet again. We need to extend this meeting today and we also need to come back and revisit the week of April 11<sup>th</sup>.*

**Q: (J.H.)** **There was a name given out where people can write to, I think it was a board member, I can't remember exactly who we can write to petition for additional money for, Mr. Ray, will you be so kind as to put that person's name in the chat? Maybe we can get together to sign a petition or generate a letter to request additional money for our project, I keep hearing that 65 million is not enough.**

**A: (R.B.)** *Who was brought up is Director Williams who is with us right now, which is the OUSD Board Member for this district. We're glad to have him here and hear all this comments and that would be a place to start advocating for that.*

**A: (V.W.)** *Ms. Hutton, thank you for that, let's connect. I have reached out to our Director Clifford Thompson, who is the chair of the OUSD Facilities Committee, as well as Sam Davis who is also Vice President of the Board who is in the OUSD Facilities Committee as well. They also need to hear the voice of the community in regards to the additional requests that we really sorely need, I will definitely be here more to talk to you about it.*

**S:** *I want to do what I can as an alumni to generate a response from the community. We had scenario that was similar at Lafayette. Lafayette got redesigned and before they could get back in the building, the school was given to a charter school. So when they got displaced, they never came back to their school. We were promised a redesign and that school was given to the school that is there now. I know when I voted, I did not vote with that in mind that we were going to give that school to KIPP. When we voted, we had in mind that Lafayette would be a feeder school for McClymonds to make McClymonds healthier and they never got back into their school. With the skepticism that have been formed by the history, we need something on record that McClymonds would be hands off, we see the vultures circulating all around us. We can't say that would never happen because it already happened, our community was destroyed when you gave Lafayette to someone else.*

**S: (M.R.)** *If I can make a suggestions, the meeting has been extended for 30 minutes and we've used 9 of those. What I am hopping folks can do is focus our attention to what we actually can do with the money that we have available presently.*

**S: (N.W.)** *We cannot answer that question, that is a Superintendent level, higher than our pay grade question. You are talking to construction managers and architects, we have a mandate to do what we can with the mandate we have. I understand your concerns, we are not the people that can answer that question.*

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## McCLYMONDS PROJECT ADVISORY COMMITTEE MEETING NOTES

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**Q: (J.H.) Is it possible to invite those people in the near future?**

**A: (N.W.)** *That's a question that I can ask. We need Superintendent level. We are the facilities committee trying to work with the money that we were given by the board. Everyone's concern is valid, this is just not the right audience for it.*

**Q: (R.M.) You are talking about redesigning the school and that the decision was made by the Superintendent?**

**A: (N.W.)** *No, that's not what I'm saying, who you are speaking to is me, who is a project manager with facilities and an architect team contracted by Facilities.*

**Q: (R.M.) Are the designs being created for the McClymonds students or are they being done for someone else?**

**A: (N.W.)** *I have not heard of anybody taking over your school.*

**S: (J.H.)** *We need something drafted that we will not be displaced before the construction ends.*

**S: (D.C.)** *What Nicole is trying to iterate to the group is that the decision happens at the board level, with the Superintendent and the academic side of the house. That is not the Facilities' lens; our job is to make sure that we can complete the project with the funds we are given, and that's our charge. We have the Board Member for your district on the call and that's who you would need to work with to get the things that Mr. Muhammed is asking for.*

**S: (B.T.)** *We have a racist school board, we know that you're not going to be able to answer certain questions Nicole. This is not our first rodeo, we've been offered so many designs that my head hurts and nothing came to fruition. The fact that this school board placed us sixth on the list after lying about Measure A, Measure B, Measure J and Measure Y. To offer us 65 million dollars for a school that is 100 years old and they've redesigned every school except 2 is a slap in the face. The fact that they offered a measly 65 million is disgraceful and discriminatory. The Board and Tadashi in Facilities need to go back and give us the money that makes us feel like they really want to do something. You know that by the time architects and designers get through, there's no money left and then we have to wait another 10 years. It's embarrassing for this to go on and get people's hopes up, like they did over at KIPP and the project goes nowhere. We need in good faith to double the 65 million and to 120 million with more to come.*

**S: (D.C.)** *What Nicole has been asked to help our department, for us to have our next steps; we totally hear you, we are not in disagreement that we need more than 65 million. All we are asking for tonight is your ideas on what you liked and what you did not like, if you tell us that you don't like any of them, we're ok with that. We understand that the money is an issue, all we're asking for to have this process continue so that ultimately we can get more money. We haven't really heard anything that gives us our next steps as it pertains to what we really need from this group. Everything you all have said, we have heard repeatedly, we hear it every week at all our different meetings, we're not here to dispute it, we actually agree with a lot of it. We need help in how to move this forward with what we have and where we are currently present.*

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## McCLYMONDS PROJECT ADVISORY COMMITTEE MEETING NOTES

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**S: (B.T.)** *None of the three scenarios are too different and they are similar in architectural designs. None of them show the shop areas three floors with science and technology center, we want to expand our capacity, we want to offer courses that aren't being offered in California. We want to attract and compete with Oakland and Skyline and to do that, we always need more space. So we can start with the shops being three stories, the gym is in pretty good shape, even though that there is still some remodeling done because the Warriors did certain things and Tim White did certain things. Where will we house our students and assure them that they are going to get their school back when certain parts of the construction are finished. If we use our football field to house them, we will not have a place for our football team to play or practice. If we go to West Oakland Middle or Ralph Bunch, we will have to scatter the children and the project is going to take at least two to three years before is completed.*

**S: (M.R.)** *We have 13 minutes left, so I guess I'm wondering; what would be helpful in allowing us to move forward and having some conversation about these three scenarios which is needed to move forward in the process to engage others in the same conversation?*

**S: (J.J.)** *Maybe a way to move the conversation is to imagine that there are additional funds in the future, but this is a chance to take the first step. 65 million dollars is a substantial amount of money and we feel that there are significant changes that could be made.*

**S: (V.W.)** *65 million is not enough Josh, do not try to convince people that 65 million is substantial.*

**S: (M.R.)** *I don't think that anyone is trying talk anybody off that there's a need for more money, what we are trying to do is to see what we can sort out with 65 million dollars, which isn't chump change.*

**S: (V.W.)** *Mr. Milton, what you're hearing from the community that restrict proper engagement of each of the scenarios, if you pick one, you lose on another. Why don't we talk about combining 2 of them.*

**S: (M.R.)** *That's what we've been trying to do the entire time. We are trying to find the elements that are appealing, but also to identify the things have less interest in. We are trying to define a design that is commissary with the desires of the community.*

**S: (L.K.)** *These are not designs, they are diagrams on approaches on how we can work toward the 65 million and a plan working forward for McClymonds. Just for clarity, these are not design, that's the next steps and levels. We are looking to get input on things that are good, things that aare bad and another iteration will come with what's shared tonight.*

**S: (M.C.)** *These meetings need to be in person, an hour is not enough time for engagement so that the community can give you any kind of input on looking at a picture that basically shows colors. It's not showing any details, if we had got the link to the breakdown of this, where we have the exact timeline, we have enough time to engage in these type of things. Usually when the Board comes to us with these type of processes, it moves very fast, so it would be better if we have direct timelines on here. Once this facility is built, we need to make sure that it doesn't go to any charter, the reason that this is being brought up is because we've been through this rodeo before. Right now there is a special Board meeting that will be going on tomorrow, where*

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## McCLYMONDS PROJECT ADVISORY COMMITTEE MEETING NOTES

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*Yu Ming is looking for properties and McClymonds was mentioned as having 14 classrooms available. As we have these slides up, it would be good to have the timelines as well to know what we're dealing with.*

**S: (J.T.)** *In scenario 1, I like the idea that our classroom spaces will be addressed, but the football field we have to do more than just put bleachers up. If you're going to put bleachers up, then you need to take the design from scenario 3 and add the press box and the score board. We definitely want to address the areas where our students are. Even though we have Adult Ed. in our building, the funds should be prioritized for McClymonds for students and not our community partners.*

**S: (L.J.)** *I'm coming from a teacher lens, I appreciate scenarios being introduced. When we introduce new units and new concepts to our students, we frontload first, we create a context of what we are doing. I feel that is totally lacking here. I've been in this District for 24 years, I've watched different projects being built out like Chabot, Claremont and Oakland Tech. They were paying attention to that whole project as there was a direct link to real estate. We all see what's happening in West Oakland, we all see and are impacted by the gentrification. What is the clear pipeline from the elementary, middle school to high school that will have an impact this space in serving our scholars at McClymonds? What is the impact and pride in 10 years,? What are we doing with the larger context? What do we talk about to our scholars? We need to talk to our students, I know that the Perkins team and Ms. Wells have made a big effort, they worked with Mr. Evans. We are now scheduling to do another engagement with students. We need to hear the student voices to lift up they feel that they're in institutional space, that is real. We all feel that in an everyday level, we did an exercise today and asked students, what do you think people think when they see you? It was heartbreaking, when they leave our campus, where are they going out to? We need to have this context built to what's happening in our larger city and building out what that means in 5, 10, 15 years and taking control of it. Minimizing the community by saying we only have 1 minute or 2 in one hour, we need to be engaged in person. I want to reiterate all those comments that people have been saying about this and building out that larger context, front loading and understanding what we're doing here and not minimizing what people are actually saying and pushing it down. We have to be talking to students, with WOMS included, what are you feeling like? What is your experience? And then building from that. What has the learning been with the other projects? I don't understand what has been going on with past projects and hearing what the learning has been, what we do in school- we do a reflection and build on that. There is a very big disconnect between Facilities and what we're doing with a learning institution, let's learn from this. The educators should be leading this process, this is what we do everyday. We should be leading these meeting and then meeting with Facilities and Perkins and telling them, this is how we engage our community. There's a larger context, there is so much going on.*

**Q: (M.R.)** Can I ask a clarifying question? This is the Project Advisory Committee, so it does have a specific role in the process. I guess I'm wondering, as an educator myself, what would be helpful to make this process more productive with this particular group because of the role that it serves in the broader process? This group plays an important role, so I am coming back to you.

**A: (L.J.)** *I would say that, immediately, the stakeholders from the school site and your team, we sit down and actually plan how we engage the community. I think that when you all came to our staff meeting and we said loud and clear, we gave you direct suggestions about how to engage us. We need to be in person, number 1, number 2, we need to come to the table together. I appreciate that there has to be a steering committee and again, with all the other projects, why hasn't there been some lessons learned, an exit process, reflection to*

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## McCLYMONDS PROJECT ADVISORY COMMITTEE MEETING NOTES

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know what where the promising practices that is really important to engage these projects. It's like we're starting this process anew, this is not directed at anyone, I am about moving this forward.

**S: (L.M.)** *There is not a lot of trust in our community, in order for us to truly move forward with a project like this, we are going to have to take that time to build that trust and build relationships to really get this done in a collaborative way. We have been slighted so many times, McClymonds and the West Oakland Community by all the systems that have failed us. The fact that you think that you can move this project without addressing our concerns, I feel that we're setting up ourselves for failure. We are going to keep having these conversations, not going to be able to truly focus on what you're asking us to do because there's so many things that we know that have happened to us, we need to get clear first. We are speaking from real experience, this is not just us talking and trying to stall this thing out. You are asking us to make some real big decisions on behalf of our community, we know that if we don't speak up and express these things know about the trust that we need to do this, we are going to fail. We are showing up to these meetings, because we also know that if we don't move fast enough to use this money, then we might lose it altogether. We are trying to meet you guys where you are, but you have to meet us too, it can't just be on Director Williams and the Board to get the necessary people at these meetings. In order for you to do your job, we need certain people at these meetings to address our concerns. If this is going to be a real collaborative and you are leaning on us, we're expressing what we need and it shouldn't just be reaching out to our Board, you all should help us with this if you want to move this forward. We need trust, we don't trust this process and if we don't have that, it's going to be really hard for us to get through this. I just want to see us get this done.*

**S: (J.H.)** *Maybe we can get something in writing. Can we put some of our concerns in writing and get those concerns in a contract, like with the movement of the school. Can we do that? I think the group would be able to move forward. We talked about our feeder schools, we don't have any feeder schools. Lafayette is gone now, they are trying to close down Prescott. If we get things in writing and embed those in a contract I think we would be willing to move forward with the things that you guys are asking for.*

**S: (R.B.)** *It's 7:33, there are some hands up from people that we have not heard from. I think we need to continue to discuss all of this, I am proposing that we meet again as a committee the week of April 11<sup>th</sup>, I will send out an invite to this group to that meeting. There are comments that we need to incorporate into our next engagements, we heard the comment about having a meeting in person. Maybe we can have a hybrid meeting to give an opportunity to the people that can't get to the high school an opportunity to be able to participate.*

**Q: (A.O.)** *Is it possible to build some trust by having some guarantees? Can we get a legal document in writing that guarantees that if students have to be moved, they can come back to the school? That's a start of trust, when you get guarantees in place.*

**S: (N.W.)** *We will send all your comments up the chain, we will make sure that the people that need to know that request, know that the request came tonight.*

**S: (B.T.)** *The first thing that needs to happen is that they need to double the money or we're playing games. Show us that you mean what you say, 65 million is a parking lot. It's embarrassing that we are designing with 65 million dollars, they need to double the money.*

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## McClymonds Project Advisory Committee Meeting Notes

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**Q: (E.D.)** *I want to say a couple of things that's important to this process. I've heard no discussion about student and faculty housing in this project, that's critically important for the student and for the faculty that should be an element in this project. There are resources from the City of Oakland and from Alameda County that can be available to pay for student and faculty housing. That is very critical in keeping student and family housing affordable in West Oakland, living in an affordable residence and able to provide to the student population of McClymonds. The architectural design is not in concrete, it is not set in stone and it should be flexible to the community needs, to the environmental needs and to the residents of West Oakland. The fact that the project needs more money can be and should be a critical part that needs to be addressed by the School Board. We as Oakland residents, citizens and tax payers have the responsibility to make sure that the School Board Directors allocate sufficient plans for the project. Before we get to the funds, we have to be sure that the design meets the needs and the desires of the community.*

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