



School Site Committee Visioning Workshop
December 13th, 2022 | 1:00 - 2:30pm

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McCollam Elementary School Alum Rock Union School District





Community
Outreach

Next Steps:

LPA team will distribute the results of the Facility Condition Assessments (FCAs) to the school sites after the winter holiday. After that, LPA will incorporate the results of the FCAs and what we heard at this workshop to create the proposed new master plan to present at the Community Town Hall workshop in Mid-March and early April 2023. The week after the Town Hall meetings, we will meet with your Site Council Committee again to review the input with your group to finalize the diagrams before we do the cost estimating.

The Site Council Committee was oriented to understand what a master plan is and what Ed Specs are. Then highlights from the Ed Specs Visioning Workshop were shown, concluding with the draft guiding principle statement on the following page. After that, participants were asked a series of questions to draw out their ideas to improve the learning environments to support the mission and vision of Alum Rock USD.



Learning Shifts Focus on Student Empowerment- DRAFT

ARUSD's learning environments will support students' development of ***mind, body and spirit***. They will be empowered with the opportunity to try different ways of learning to discover how they learn best, ***find their spark*** and to ***keep the curiosity*** they were born with to become ***expert lifelong learners***. ARUSD will work to give students and families who need additional support to have an ***equal chance to thrive***, meeting all their needs.

EMPOWERING STUDENTS TO BECOME EXPERT LEARNERS

- Multi-sensory and multi-intelligences learning
- More control at the hands of the students
- Independent choice and/or collaborative elective periods
- Less teacher-directed time
- Students setting individual goals
- Student-driven activities
- Student-chosen schedules
- More independent work time
- Relaxation rooms
- No school uniforms

HIGHER COLLABORATION

- Team collaboration across studies, play, and extra-curricular activities
- Flexible and collaborative opportunities

EQUITY FOR STUDENTS AND THEIR FAMILIES

- Spaces to support personal and basic needs (i.e. laundry services)
- Full day kindergarten

MIND, BODY AND SPIRIT

- More outside and exploration time
- Play and naturalistic movement
- Bring community into the class
- Indoor and outdoor use spaces

Visioning Questions:

1. In general, what is your **overall impression** of the campus as it exists today? How do you think the community perceives the condition of the existing campus? Is Admin working well as a welcoming space? Restrooms?
2. How well do **traffic patterns** flow on and around the campus (both vehicular and pedestrian)?
3. Do you have any observations or concerns regarding **safety and security**?
4. Are **outdoor areas** currently being utilized for educational purposes?
5. Is there adequate **play area**? If not, what would improve the current conditions?
6. Where does the school **assemble** for school-wide functions, grade-wide functions and smaller group functions?
7. How well do your **current learning spaces** support your instructional delivery? Library/Media Resource Center? Other spaces such as Makerspace? STEM? STEAM Labs? Arts? Science? After-school programs?
8. What are your most **immediate concerns** regarding current facilities?

Participants were asked questions to draw out their ideas to improve the learning environments to support the mission and vision of Alum Rock USD.

1

Overall Impression

In general, what is your **overall impression** of the campus as it exists today? How do you think the community perceives the condition of the existing campus? Is Admin working well as a welcoming space? Restrooms?

- The front office is cramped.
- The campus needs modernization and updating.
- Campus wayfinding is manageable.
- There is not an adequate number of adult restrooms on campus (two for women and one for men).
- The student restrooms need upgrading.
- There are no easily accessible restrooms near the Special Education classrooms.
- There is no central HVAC on campus.



Overall Impression



The front office is cramped.

2

Traffic Patterns

How well do **traffic patterns** flow on and around the campus (both vehicular and pedestrian)?

- Traffic along Gridley and Lucian and at their intersection are dangerous during drop-off and pickup.
- The campus was designed for walking, but most people don't walk to school anymore.
- Visitor parking is extremely limited.
- The Special Education busses use the same drop-off and pickup loops as cars which causes congestion.
- The drop-off loop along Lucian Avenue doesn't have an adjacent sidewalk.



Traffic patterns

- Traffic Congestion
- Pick-up/Drop-off Loops
- Speed Bumps Needed



Entry

01

Gated staff parking is too tight, there is not enough and it is also used for drop-off/ pick-up.

02

Parents double park.

03

There is no sidewalk at this drop-off loop

04

Gate and parking on the street for healthcare providers.

05

There are problems with pedestrians vs. cars at this crossing.



Overall Impression



Gated staff parking is too tight and is also used for drop-off/pick-up.

3

Safety & Security

Do you have any observations or concerns regarding **safety and security**?

- Visitors must walk through the main gate before entering Admin. A buzz-in system or other measures are desired to create a secured point of entry.
- Areas between the classrooms cause blind spots during recess time.
- There is no lighting on the blacktop or the edge of the field.
- Taller perimeter fencing is desired.



Safety & Security



Entry

Gate



Fencing and gates do not provide a secured, single point of entry.



There is no lighting on the blacktop or the edge of the field, making it difficult to see during early morning hours or in the evenings.



Safety & Security



The perimeter fencing height varies.



Safety & Security



The Kindergarten play area is too close to the street.



Safety & Security



At the main entry gate, there is no buzzer. The gate is primarily used to keep students from exiting.

4

Outdoor Areas

Are **outdoor areas** currently being utilized for educational purposes?

- Spaces between classroom wings are bare and not conducive to outdoor learning.
- Hardscaped areas lack shading.
- The field is used during P.E., but most is underutilized.
- Tables outside of the Multi-Purpose Room are fixed in place and lack shading.
- The outdoors lacks furniture and shaded areas for staff to enjoy.
- A garden at the playfield perimeter is maintained by staff.
- Grassy areas near Gridley St. slopes down and are underutilized.



Outdoor Areas



The outdoors lacks furniture for staff to enjoy.



Outdoor Areas



Hardscape areas lack shading.



Outdoor Areas



Areas between classroom wings lack the infrastructure to support outdoor learning.



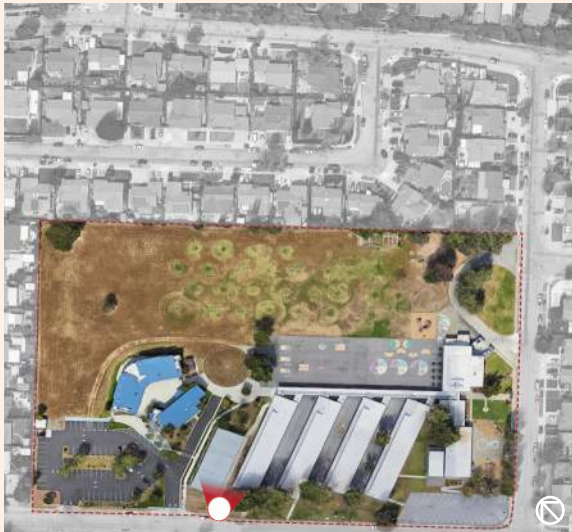
Outdoor Areas



Grassy areas near the Gridley Street slope down and are underutilized. They have potential to be used for play, movement and social interaction.



Outdoor Areas



The Special Education program has gardens outside of their classrooms, but they are not used.



Outdoor Areas



There is a community garden towards the back of campus that isn't used.

5

Play Area

Is there adequate **play area**? If not, what would improve the current conditions?

- Play areas are not conducive to the Special Education program.
- The Kinder play area is separate and fully enclosed.

6

Assembly

Where does the school **assemble** for school-wide functions, grade-wide functions and smaller group functions?

- There is outdoor assembly at the Multi-Purpose Room but no shade structures.
- The cafeteria is used for assemblies done by grade level due to capacity limitations.
- The stage does not have curtains.



Assembly



There is outdoor assembly outside of the Multi-Purpose Room but no shade structures.



Assembly



The cafeteria is used for indoor assemblies but it is done by grade level and needs a furniture update.

7

Current Learning Spaces

How well do your **current learning spaces** support your instructional delivery? Library/ Media Resource Center? Other spaces such as Makerspace? STEM? STEAM Labs? Arts? Science? After school programs?

- Not all TK and Kindergarten classrooms have direct access to restrooms.
- The arts and project-based learning programs are done in the classrooms.
- An art room and tinker space are desired.
- The Library is available to students for their reading time.
- RSP is a push-in program, negating the need for a dedicated RSP space.
- The behavior specialist needs a dedicated space.
- The After School program utilizes the Library, RSP room, and the Adaptive PE rooms.
- Portables are not sufficient for students' education.



Current Learning Environments



Although the library is accessible to all students for reading time, students can't check out books.



Current Learning Environments



The furniture in the classrooms is not conducive to small group work.

8

Immediate Concerns

What are your most **immediate concerns** regarding current facilities?

- The visitor parking and drop-off needs to be more accessible.
- The front office needs to be more welcoming and accommodating.
- Existing classrooms need modernization.
- Campus access could be safer with better, taller fences and gates.
- Dedicated art and tinker spaces are needed.
- The playground structures for K-5 and SDC need improvements.
- Taller perimeter fencing is needed.
- Add lighting on the blacktop or the edge of the field.
- There are not enough restrooms for staff.
- The stage does not have curtains.
- There is puddling at some areas on the blacktop.



Immediate Concerns



The playground structures for all grade levels, including Special Education need improvements.



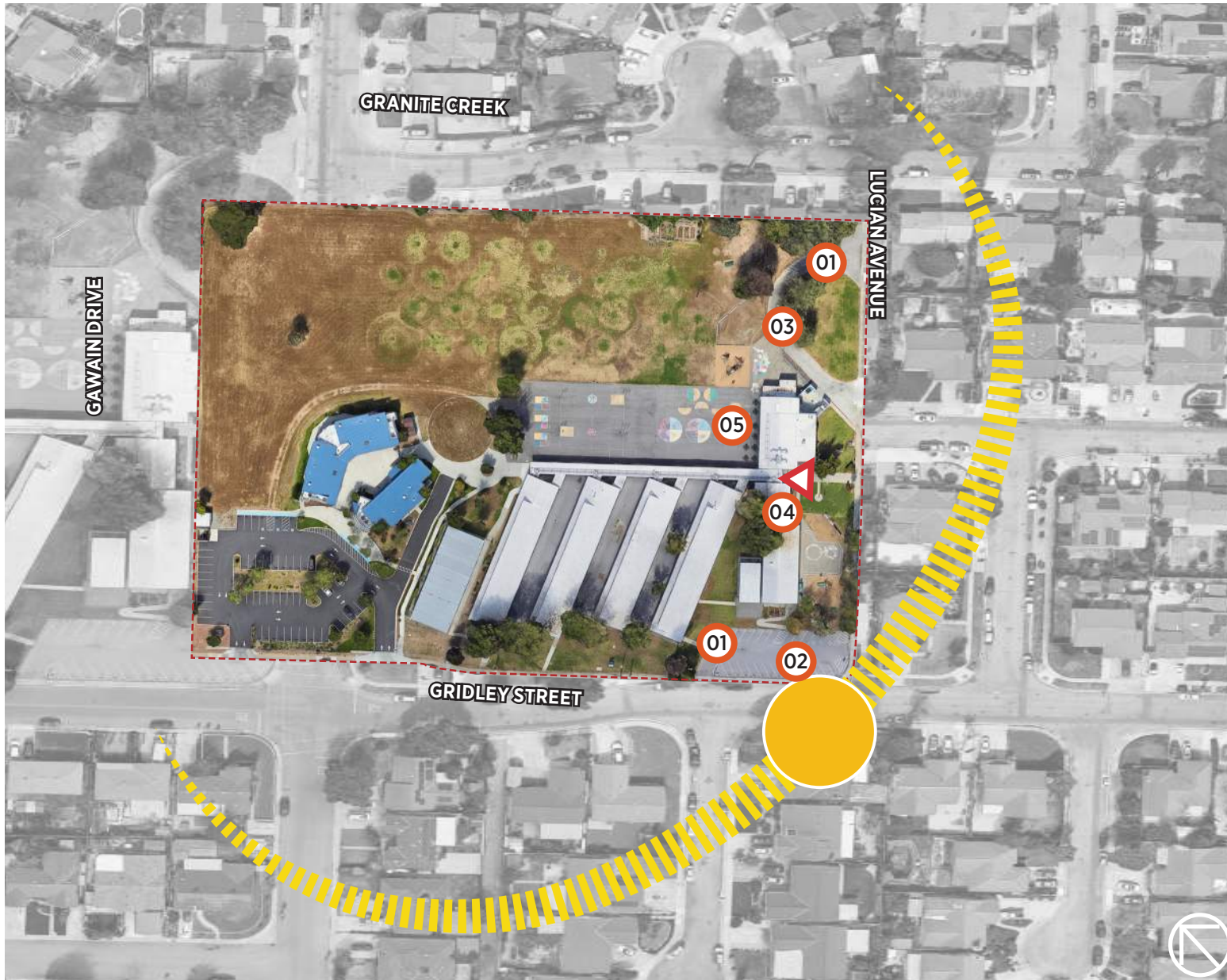
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Veritas



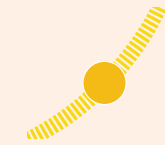
*There is puddling on the
blacktop at campus.*

Outside-In and Inside-Out

The following pages organize the questions that were asked at the visioning workshops into two categories: Outside-In and Inside-Out. Outside-In items capture needs outside of the buildings. Inside-Out items capture needs for the buildings and the interiors. Items are listed from macro level (larger needs) to micro level (details).



Outside-In



Sun Path



Entry



Traffic is congested during drop-off and pickup and bus location conflicts with it.



Visitor parking is extremely limited.



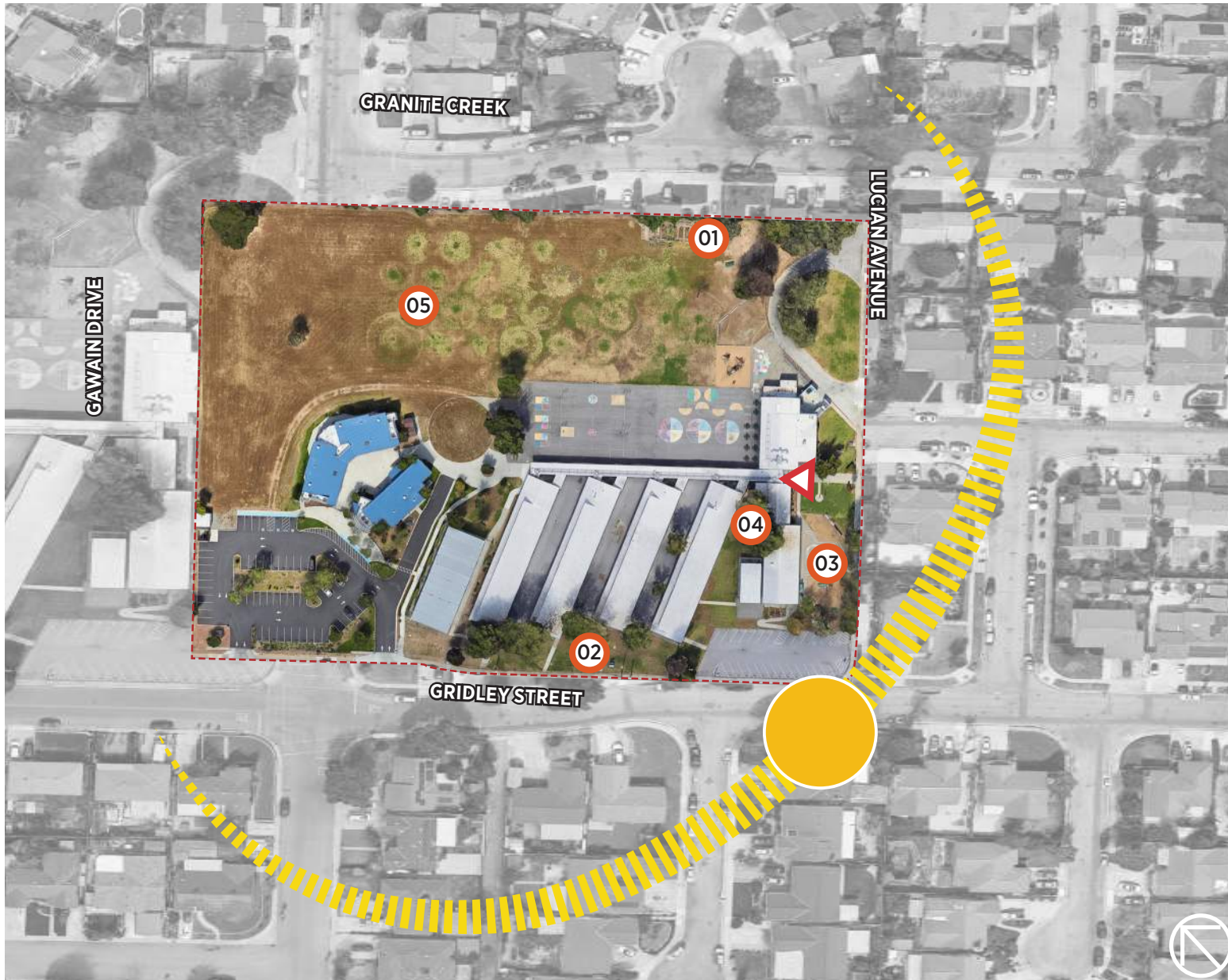
The drop-off loop along Lucian Avenue doesn't have an adjacent sidewalk.



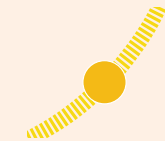
Visitors must walk through the main gate before entering Admin.



Outdoor assembly space at the MPR has limited flexibility and no shade.



Outside-In



Sun Path



Entry



A garden at the playfield perimeter is maintained by staff.



Grassy areas near Gridley St. are underutilized.



The playground structures for K-5 and SDC need improvements.



Areas between the classrooms cause blind spots during recess time.



The field is used during P.E., but most is underutilized.



Inside-Out



Entry



Admin needs to be more welcoming and accommodating.



Not all TK and Kindergarten classrooms have direct access to restrooms.



The arts and project-based learning programs are done in the classrooms.



The Library is available to students for their reading time.



Inside-Out



Entry



The After School program utilizes the Library, RSP room, and the Adaptive PE rooms.



Portables are not equitable for students' education.



The cafeteria is used for assemblies done by grade level due to capacity limitations.

Vision

The facility master plan for this campus will focus on the bullet point list of priorities synthesized from the workshop.

At the Town Hall Workshops, we will share highlights from the Ed Specs, this report deliverable and a proposed new site diagram. Town Hall participants will be engaged in an exercise in which they choose the top five priorities and add their comments to the boards.

- Add more parking for staff and visitors.
- Improve drop-off/pick-up turn out or loop with separate bus parking.
- Secured perimeter fencing with single point of controlled entry.
- Transform and expand Admin into a Welcoming Entry with higher security.
- Enhance the underutilized areas as outdoor learning opportunities.
- Use areas between classroom finger buildings for outdoor learning with direct visual connections.
- Shaded outdoor assembly space.
- Shade at play areas and hardcourts.
- RSP is a push-in program, negating the need for a dedicated RSP space.
- The behavior specialist needs a dedicated space.
- Inclusive, age-appropriate play structures.
- Provide a Flex Lab as a shared resource spaces for afterschool and extracurricular courses.
- Provide a Learning Center for student support services.
- Ensure all TK/K classrooms are appropriately sized and have restrooms.
- Add more staff restrooms.
- Add outdoor furniture for staff
- Add restrooms for Special Education classes, conveniently located.