



LPA

Why do we need Ed Specs?

- Translate the educational goals into physical space recommendations and requirements, ensuring in mind most success will be modernizations
- Engage district-wide parity
- Support the learning activities that will meet all teachers' needs
- Empower design teams to find creative solutions
- Potential cost savings
- Sets non-negotiable educational planning clear

Alum Rock Union School District

A JOURNEY to the FUTURE OF LEARNING

Educational Specifications Visioning Workshop
October 19th and 20th, 2022 | 3:30-5:00

Overview: ED Specs Workshop



Preparing for the Journey
Day In the Life of a Learner Today



Top 3 Things Critical to Plan For
Proximity and Connections
Day In the Life of a Learner 2037

DAY 1: 2022



Preparing for the Journey | Design with the Students in Mind

Educators were asked several questions, prompting them to think about what all learners (including themselves) would need or not need compared to what they currently have.



How Does our Space Hinder/Help to...

Provide Inclusive, Equitable, Affordable and Universal Access to High-quality Early Learning Experiences?

Achieve This LCAP Goal: Engage Stakeholders in a Meaningful Way That Promotes Positive Learning, Working, and Community Environment That is Geared Toward Student Achievement?

Strengthen Family-School-Community Partnerships?

Achieve This LCAP Goal: Providing All Students With a Rigorous, Challenging, and Innovative Instructional Program That Prepares Them for College-readiness and Excellence in the 21st Century?

Achieve This LCAP Goal: English Learners Will Have the Required Skills to Reach Grade Level Standards/Proficiency?

Big Ideas

leaving behind



taking with you

- Families thinking preschool is not an option
- Fear around putting in enough effort to build relationships w/ families

- Welcoming environment throughout the campus
- Growth mindsets
- Teaching putting students needs first
- Offering TK to the entire community
- Play based learning on Kimochi's letter tubs (social-emotional curriculum)
- Provide quality childcare before and after school
- Every neighborhood should have early learning centers
- Systematic implementation of family support services to support student learning at and beyond school

Operations & Program Updates

leaving behind



taking with you

- Long wait time for work orders
- Lack of regular exterior maintenance
- Closed libraries
- Teachers not appropriately using resources (curriculum, SST)
- Limited kinder and TK options and duration
- High cost of programs
- Recess always outside
- Parent meetings in the cafeteria
- Forced expensive partners
- One-size-fits-all schedules
- El's missed opportunities with electives

- More professional world prep. (CTE, STEM, magnet schools, internship, math economics, real world application curriculum)
- More collaboration between staff
- More counselors and social workers on staff
- Smaller class sizes
- More hands on/project-based learning
- More music interaction opportunities for all students
- Increased specialized staff
- Speedy and streamlined process for special ed referrals

Operations & Program New Needs

leaving behind



taking with you

- Extracurriculars for all grades
- Parent and family support and community in the school
- Interactive art & music classes for all starting in TK
- Hands-on social emotional curriculum for problem solving
- Company/organization run activities and workshops
- Newcomer and ELA support
- Established SST and mentorship process with tiers of support treating middle school & elementary school differently
- Ability for flexible bell schedule
- Co-teaching model for an inclusive class
- Virtual access to tours, fieldtrips, AR/VR

Building Designs Modernization Ideas

leaving behind



taking with you

- Not enough outlets or spatial frequency of outlets
- Many spaces are too small for needs
- Buildings and spaces are too dull and don't entice students
- Proximities of many spaces are not well organized
- Limited air conditioning and ventilation
- Spaces aren't well tailored for their use
- Limited parking
- Outdoor design is not conducive to comfortable use or nonexistent
- Shared cafeteria
- Mini library/reading book area in the classroom in place of full library services
- Shared spaces between the school day and after school activities
- No access to school library
- Libraries have not been updated

- Updated outdoor space which includes shade elements, grass, and play areas and is also conducive to outdoor learning
- Improved and added athletic facilities for all schools
- Basic updates for existing facilities (inclusive locker rooms, HV/AC, urinal partitions, paint, parking)
- Classrooms that allow for movement and transparency between student and instructor
- Modern and updated library space with media center

Building Designs Aspirational Ideas

leaving behind



taking with you

- Wellness spaces for relaxation, mental health services, therapy services, and education
- On site kitchens that provide quality meals
- Newcomer center
- Student centers for exploration
- Dance room/yoga rooms with full mirrors
- Welcoming family resource center with open spaces for parents to meet
- Access to large outdoor spaces to host school events
- Lab/space for afterschool programs or place for parents to bring kids to get help after school
- Sound labs for production of language
- Library/media center where books are read by librarians
- Large space provided for community outreach events and school gatherings
- Creative and inclusive open spaces with many resources

Furniture and Equipment

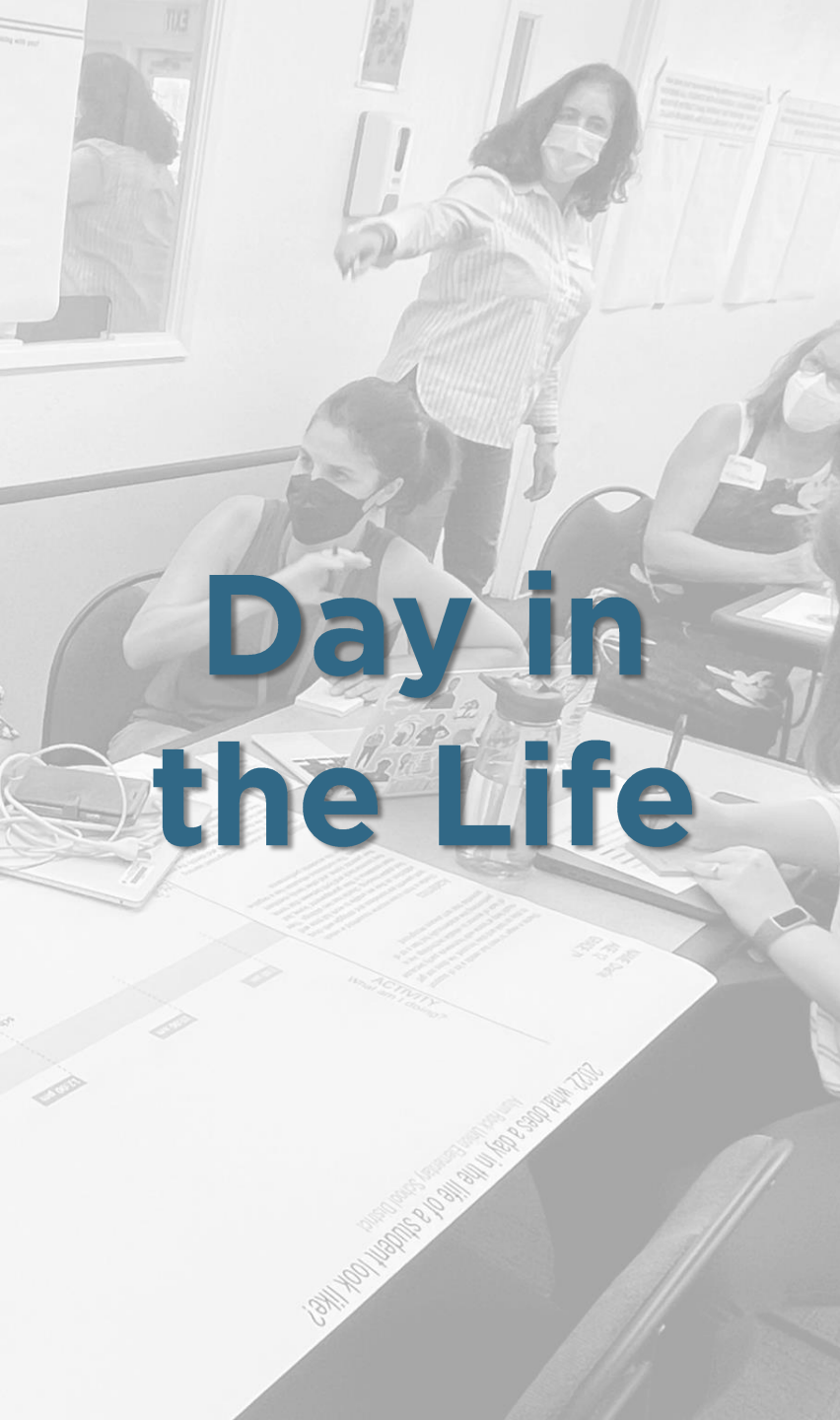
leaving behind



taking with you

- Old technology and furniture
- Traditional, “one size fits all” furniture
- Insufficient playground for 4–5-year-olds growing bodies; structures inefficient, no soft spaces, uneven and cracked pavements
- Limited interpretation equipment

- Comfortable and flexible furniture
- Write-on walls & furniture
- Diverse and culturally relevant books and materials
- Updated, reliable, and accessible technology integrated for research-based learning
- Cubbies for kindergarteners to put all their things
- Interactive walls for language creation
- Accessible books, devices, and other resources
- Safe playgrounds and other outdoor areas to develop gross motor skills
- Age-appropriate furniture and learning tools
- Cafeteria tables that are smaller and less bulky



Day in the Life

2022: what does a day in the life of a student look like?
Alum Rock Union Elementary School District

ACTIVITY
What am I doing?

Exercise

Educators were given four hypothetical personas of students in various grade levels with details of their lives at home to do an empathic planning exercise. Working in small groups, they put themselves in the shoes of their student persona and mapped out a day in their life at school.

EXPERIENCE
What am I feeling?

Student Personas

Using a list of various learning modalities, educators identified common activity styles and their frequencies throughout the day of the four student personas in 2022.

Yesenia Pre-K

Yesenia is the youngest child of three. Her parents are divorced and have a relationship full of tension which has affected her behavior. Her siblings are several years older and don't play with her.

Isabella Kindergarten

Isabella lives with her mother in a homeless shelter. She gets a lot of love and affection from her mother and relatives living in the area, but she and her mother do not have stable housing and frequently move between shelters and the living rooms of their relatives.

Jared Fifth Grade

Jared is a soccer player. He is in a hurry to complete his classwork to get to practice after school. Soccer is all Jared thinks about and hopes for an athletic scholarship someday.

Charlie Seventh Grade

Charlie is eager to learn but needs a lot of support to stay on task and stay focused. He does not get much help at home with homework partly because of lack of access to reliable technology. He is performing low academically but has a lot of potential that isn't always recognized.

Yesenia: Pre-K

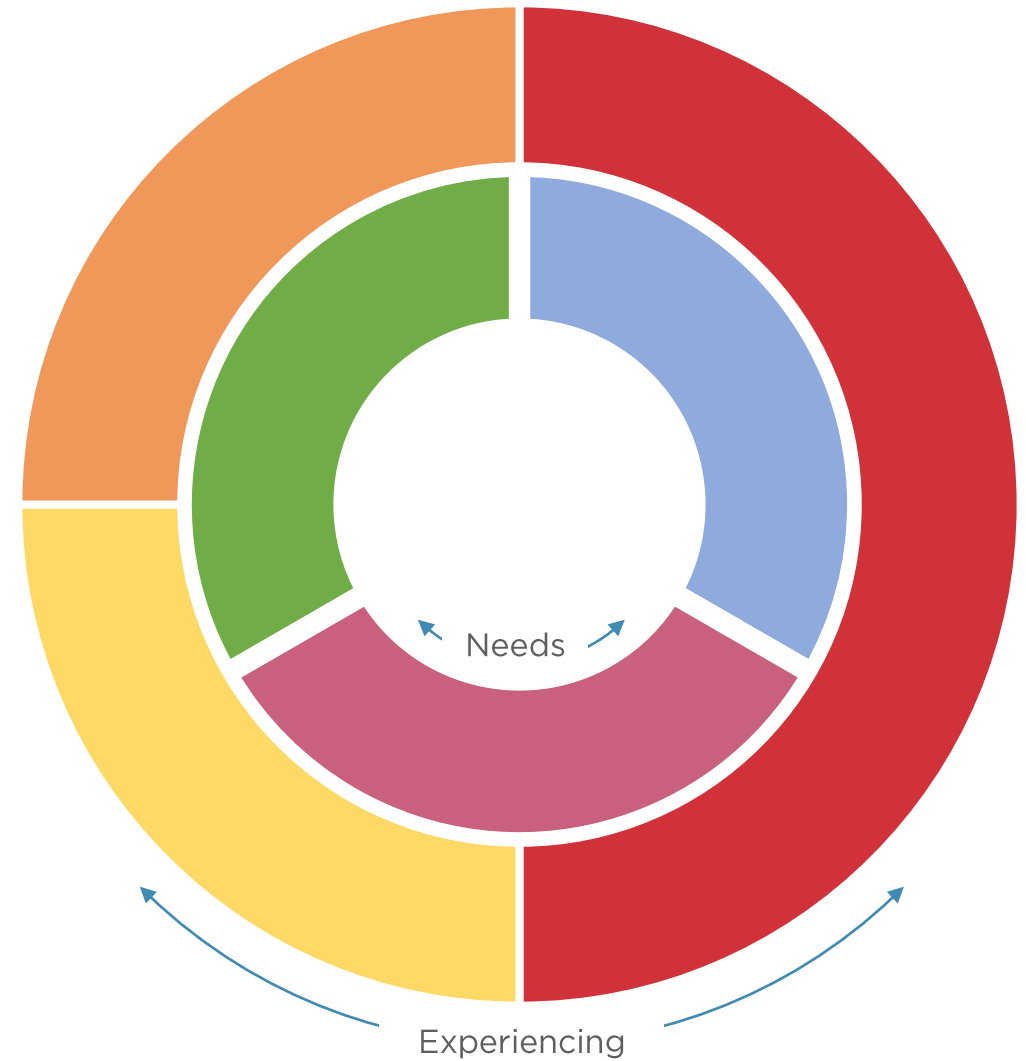
Learning Modalities

Currently Experiencing

- Teacher Led Activities
- Student Collaboration
- Tinkering & Making, Virtual & Blended Learning

Needed

- Art-Based and Design Thinking
- Play, Movement & Naturalistic Learning
- Independent Study, Inquiry-based Learning
- Teacher Inter-Disciplinary Collaboration
- Any others?



Isabella: Kindergarten

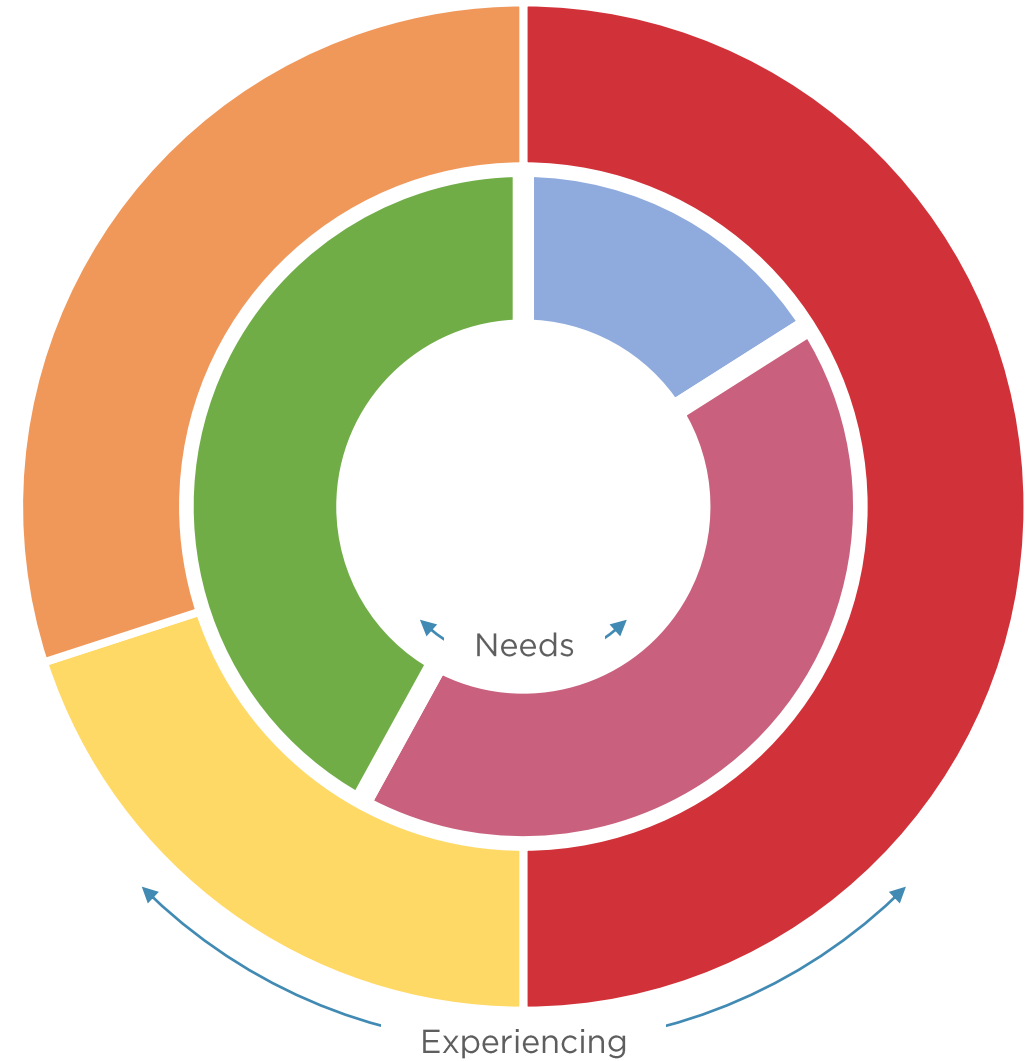
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Jared: Fifth Grade

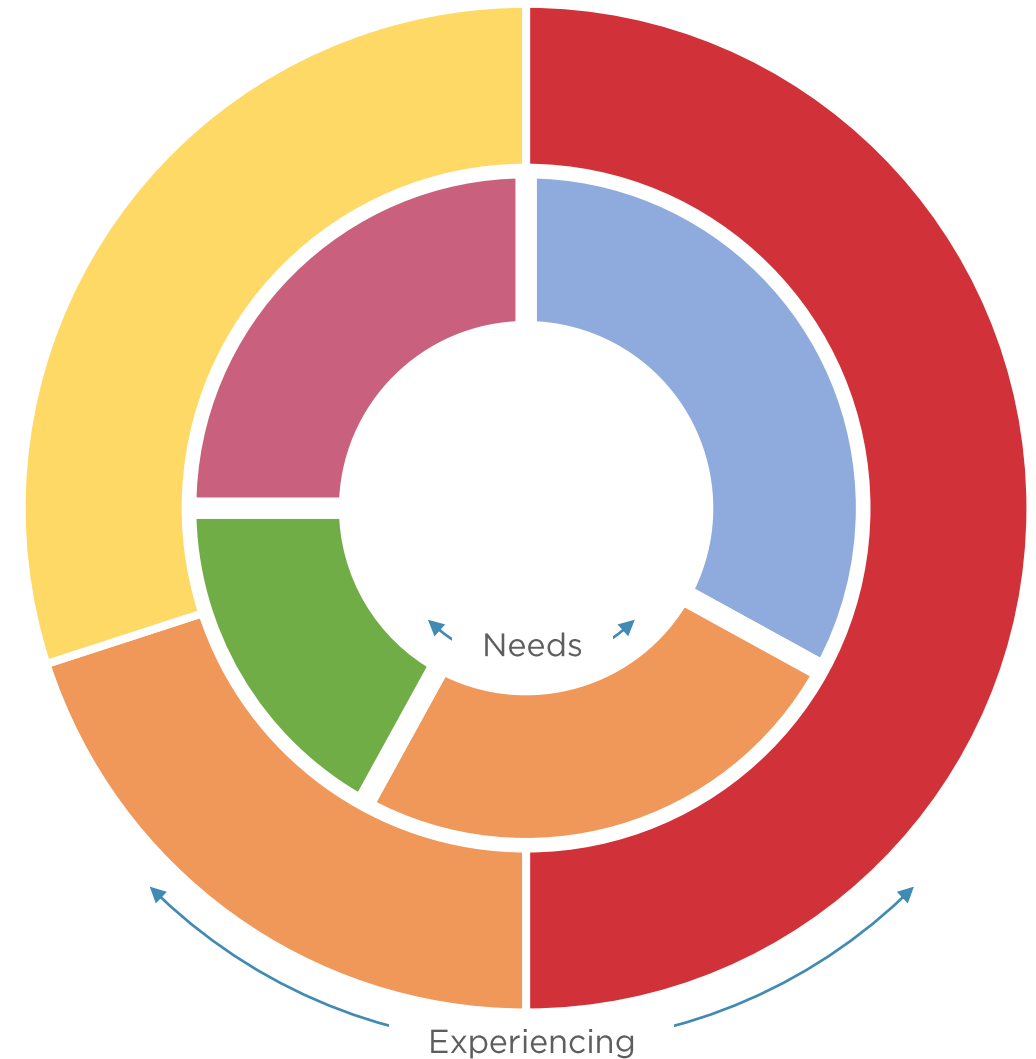
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- Any others?



Charlie: Seventh Grade

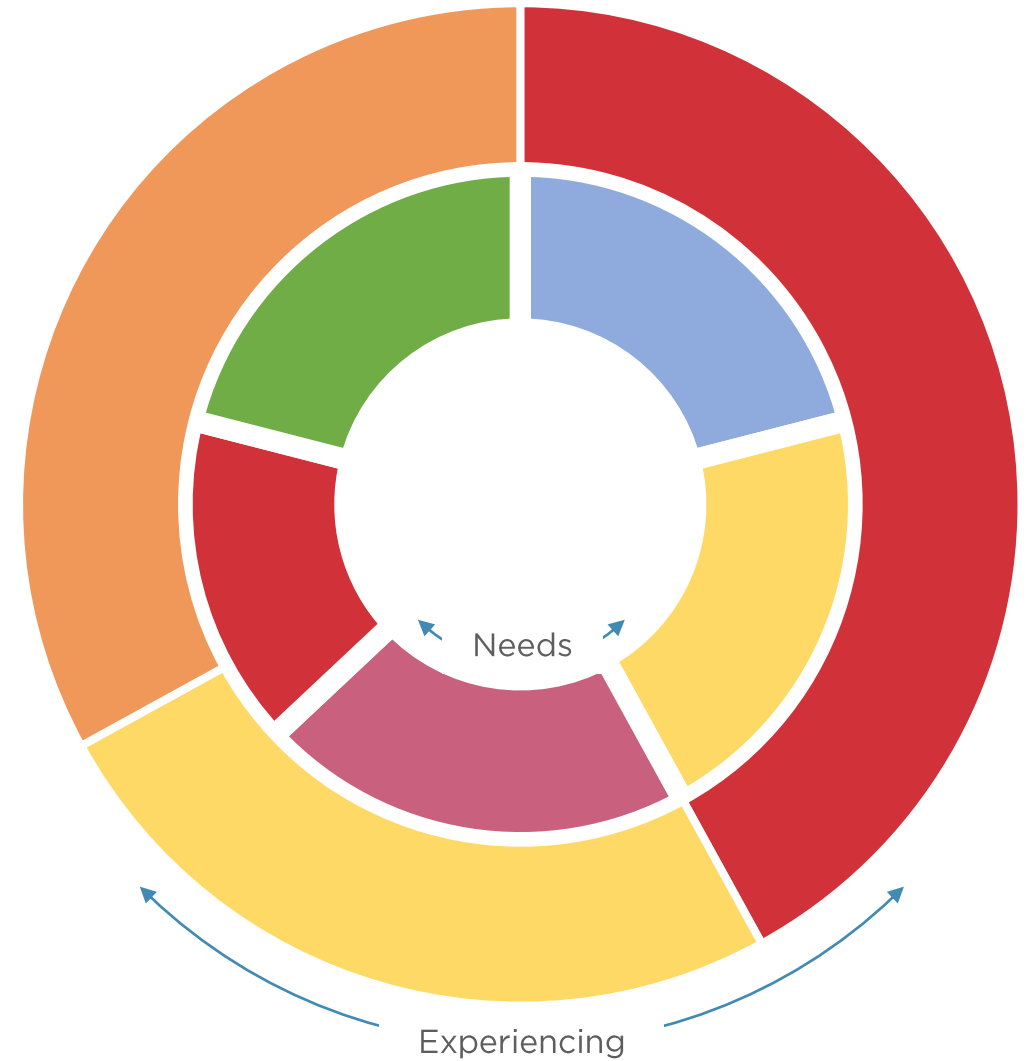
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- Any others?



In 2022, our learning model is centered heavily on passive learning.

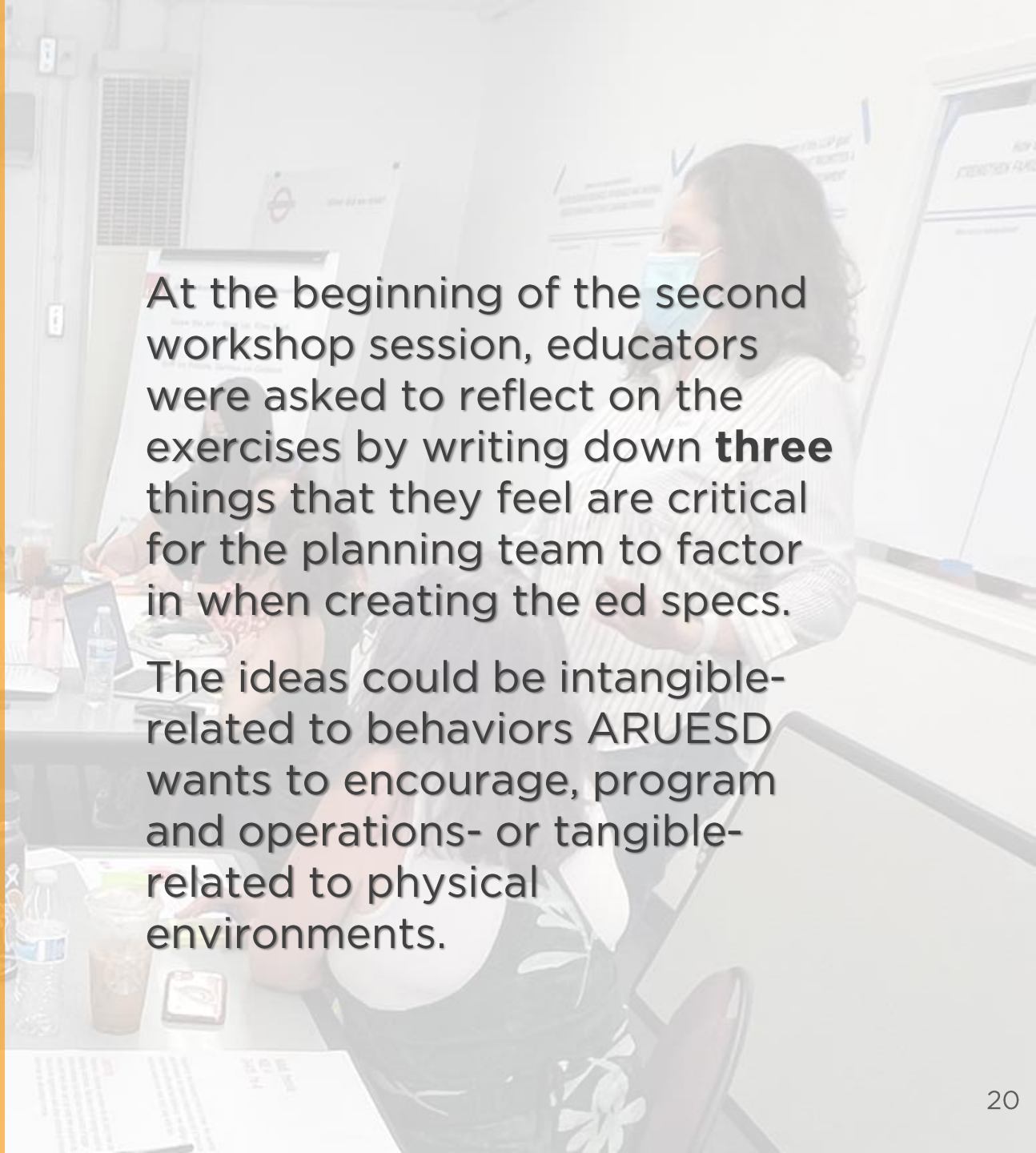
Teacher led activities far out-weigh student collaboration and tinkering/virtual & blended learning.

DAY 2: 2037



A woman with long dark hair, wearing a black face mask and a light-colored striped shirt, is standing in a classroom. She is gesturing with her hands as if speaking or presenting. In the background, there are whiteboards and other people seated at tables.

Critical To Plan For in Ed Specs

A group of people are seated around a large table in a workshop session. They are looking at documents and laptops. A woman in the foreground is wearing a blue face mask and a light-colored striped shirt. The room has whiteboards and a projector screen in the background.

At the beginning of the second workshop session, educators were asked to reflect on the exercises by writing down **three** things that they feel are critical for the planning team to factor in when creating the ed specs.

The ideas could be intangible-related to behaviors ARUESD wants to encourage, program and operations- or tangible-related to physical environments.

Critical To Plan For in Ed Specs

Ideas to Support in Campus Transformations

Adequate staffing and resources/training	Safety and sense of belonging (culture)	Team collaboration-based or naturalistic-based learning	Equitable learning experience
Inclusive and diverse materials, curriculum, and training	Student-driven activities	Flexible and choice driven scheduling	Behavior specialists and support at every site

Ideas for Physical Environments

A variety of spaces that are flexible for student needs, learning activities, and future use	Well-equipped technology and media centers/resources	Spaces for library, counselor, support staff to work with students	Spaces geared toward family engagement and training
Adequate space for assemblies, meetings and school/community gatherings	Adequate outdoor facilities with multiple uses and play equipment	Engagement: flexible and multi-sensory space and equipment	Innovative and functional collaboration and learning spaces



Two short videos were shown, one envisioning the future of the workforce and one showcasing a learning environment that meets students' sensory needs.

The Future of Work



0:01 / 2:59



The Future of Work: Will Our Children Be Prepared?

<https://www.youtube.com/watch?v=59d3UZTUFQ0>



#specialeducation #specialeducationteacher #autism

The Sensory Room: Helping Students With Autism Focus and Learn

<https://www.youtube.com/watch?v=T9j6rQ4rtQY>

INSIGHTS:

Automation of the workforce will become increasingly prevalent in the future. As a result, education is becoming more important by the day in order to support that shift. Students need to become life-long and expert learners to prepare for jobs that don't exist yet.

How can spaces be interwoven into our campuses to meet the needs of all learners?

**Proximities and
Connections:
How do you envision the
spaces of your future
campuses?**

Educators were asked to place dot stickers on a sliding scale to determine what the needs are for different spatial typologies on their campuses regarding relative location and use.



**How do you
envision the
spaces of your
future campuses?**

Physical Education

Gymnasium (MS)

Library (ES, MS)

Student Union (MS)

Multi-Use Room (ES)

Teacher Co-Lab

Administration

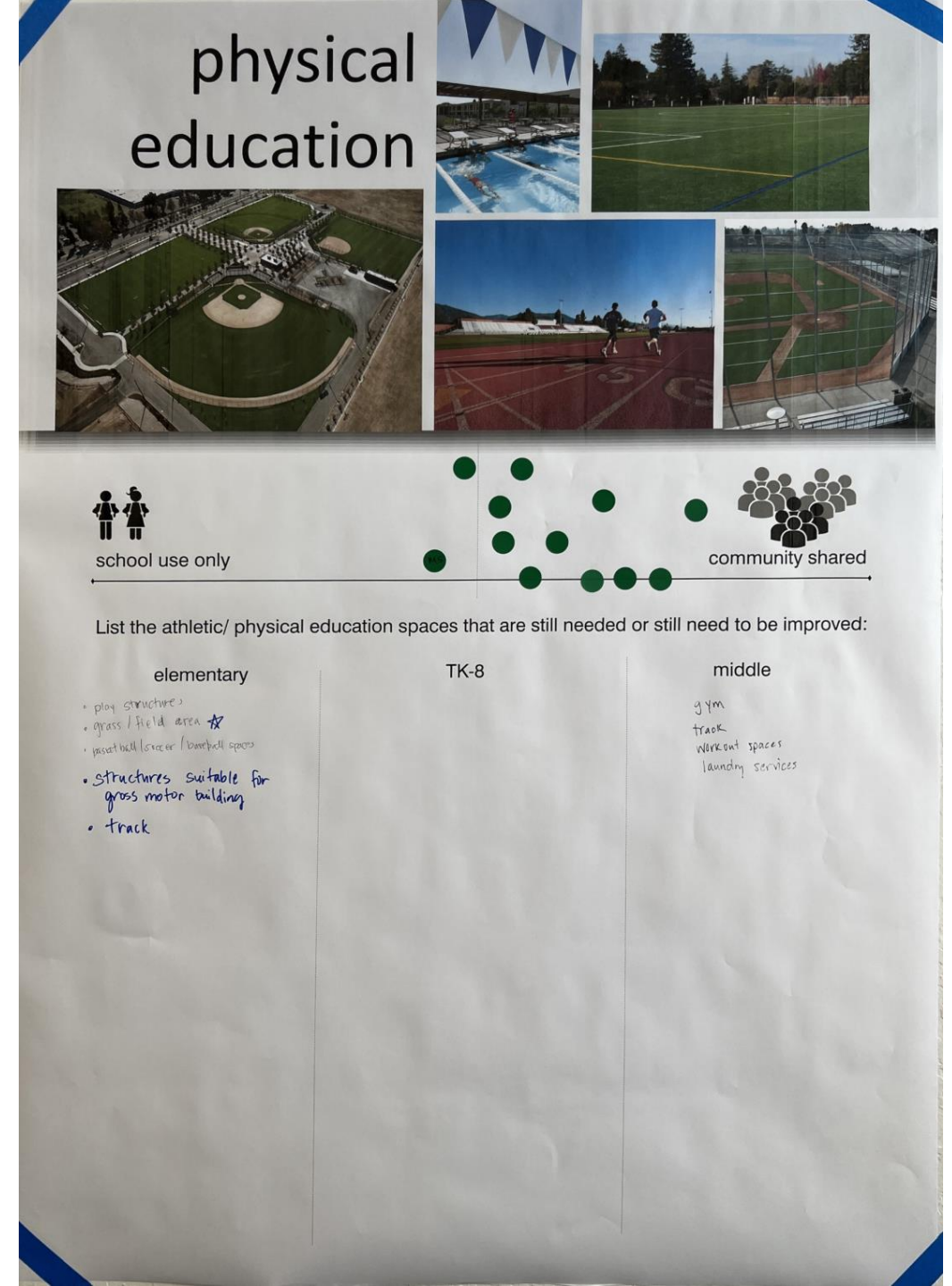
Innovation: Outdoor Learning

Innovation: STE[A]M Space

Student Services Learning Center

Physical Education

Participants wish for the Physical Education space to be community shared.



middle school gymnasium



Gymnasium (MS)

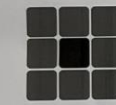
The Middle School Gymnasium should be a stand-alone building, primarily for school use centralized and attached to other functions on campus.



school use only



community shared



centralized



perimeter



stand-alone



attached

write-in:

activities

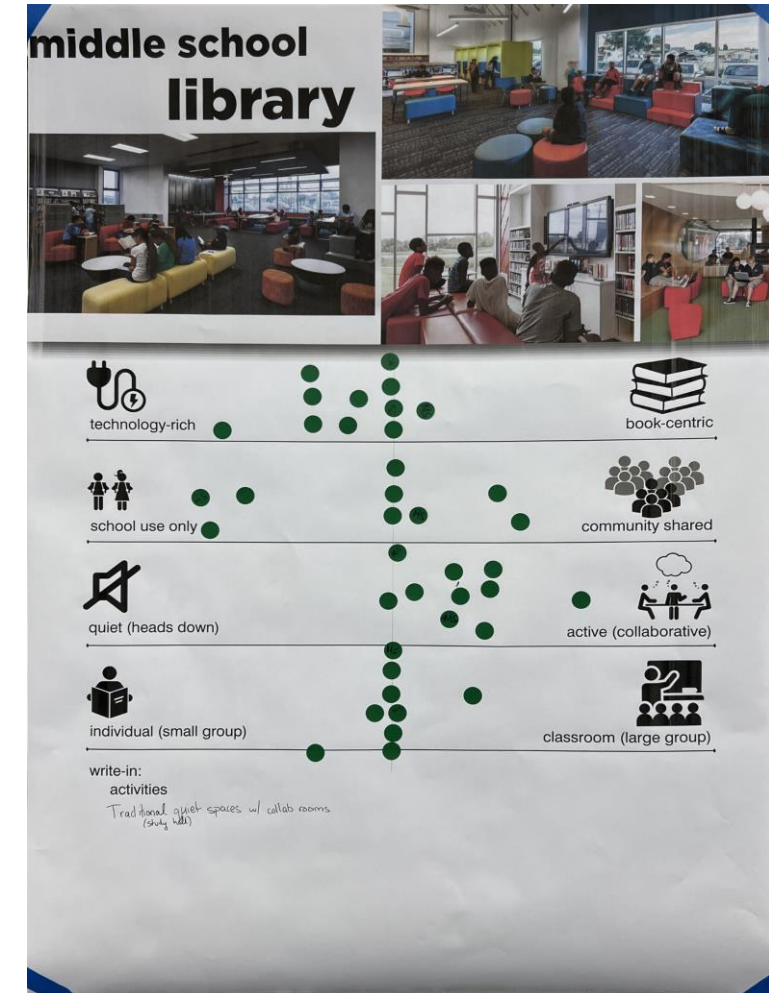
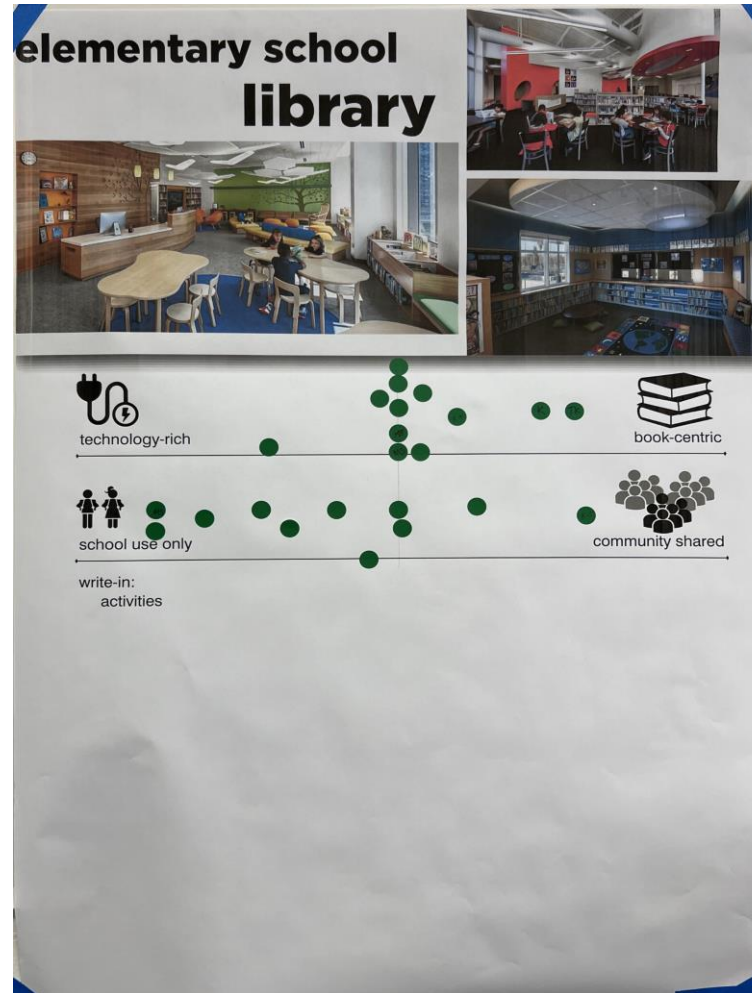
Track built-in - 2 stories; versatile for multiple
untraditional sports

Library (ES)

The Elementary School Library should be a balanced environment of technology-rich and book-centric resources and is a space primarily for school use.

Library (MS)

The Middle School Library should be a technology-rich space primarily for collaborative and individual work for school use only.

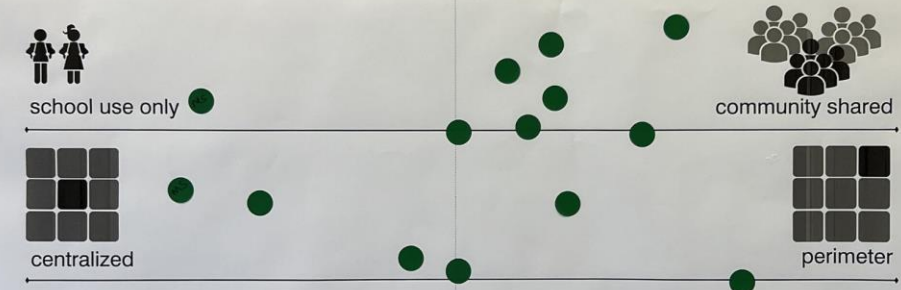


elementary school multi-use room



Multi-Use Room (ES)

The Elementary School Multi-Use Room should be a community shared space closer to the perimeter of the campus.

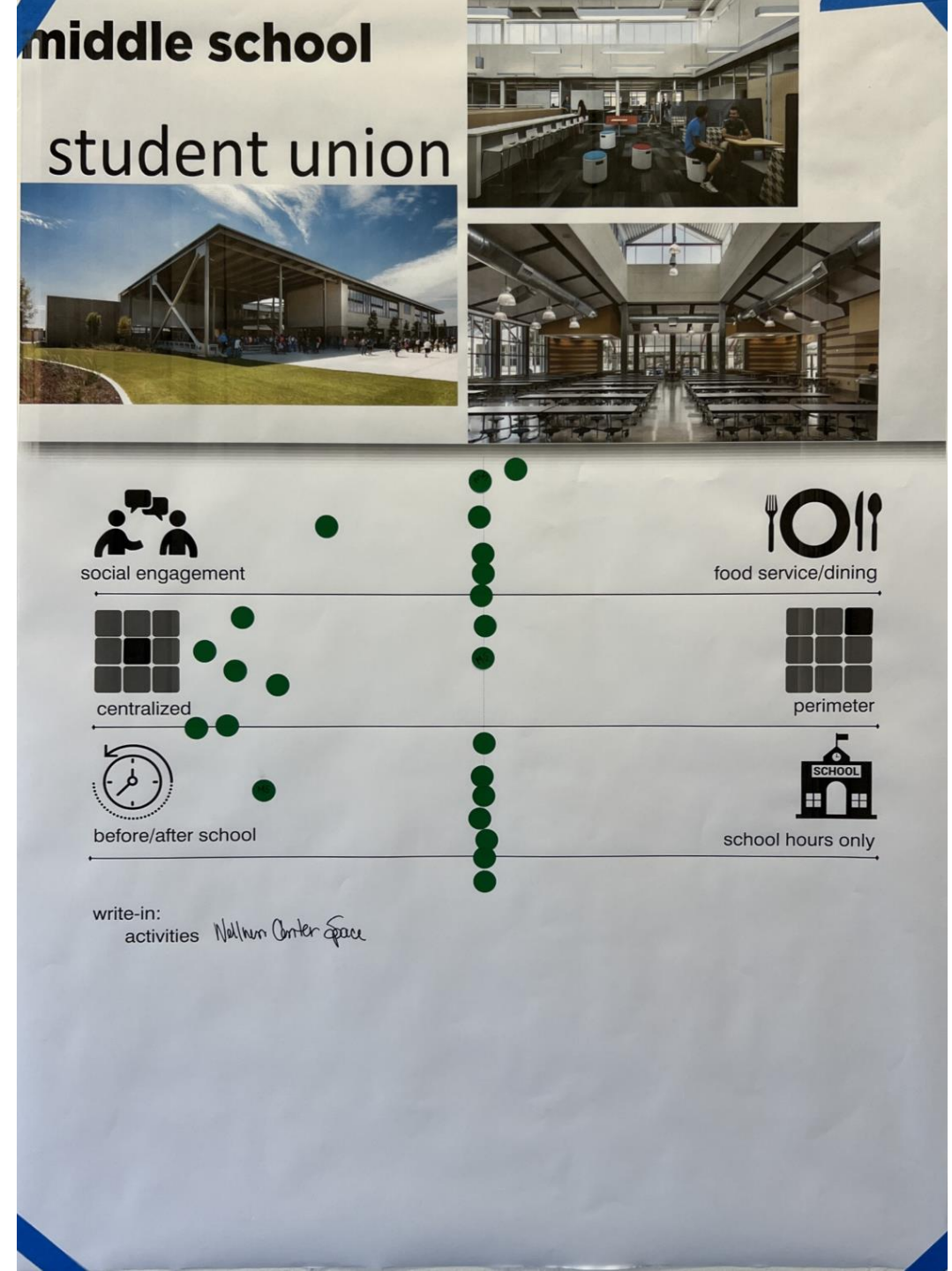


write-in:
activities

stage w/ state of the art lighting, sound, drapery & rigging

Student Union (MS)

The Middle School Student Union, (or Commons) is a place for both social engagement and food service, centralized on campus, open before and after school.



Teacher Co-Lab

The Teacher Co-lab is a place teachers can use for prep, a more fluid connection with each other and sharing of ideas and resources. If this model is adopted, it will support a team-based environment in a centralized location.

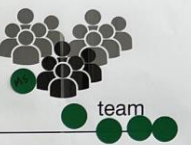
teacher colab



individual



centralized



team



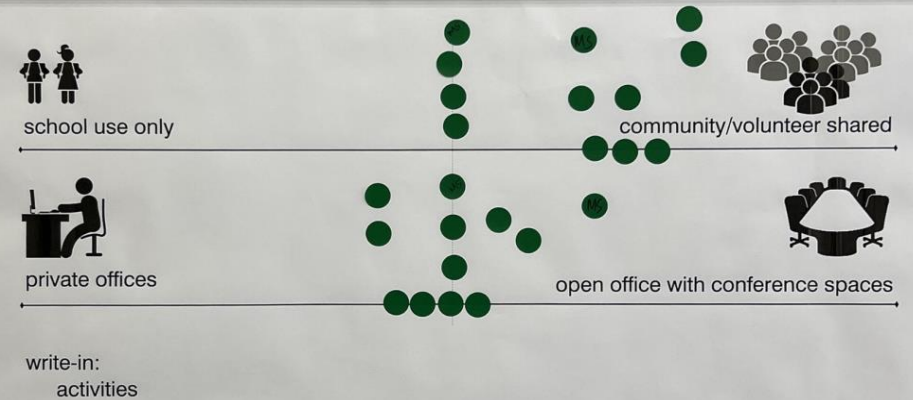
decentralized

write-in:
activities

Administration

The administration should be a mix of open and private office spaces with conference rooms and serve as a shared asset for community members and volunteers.

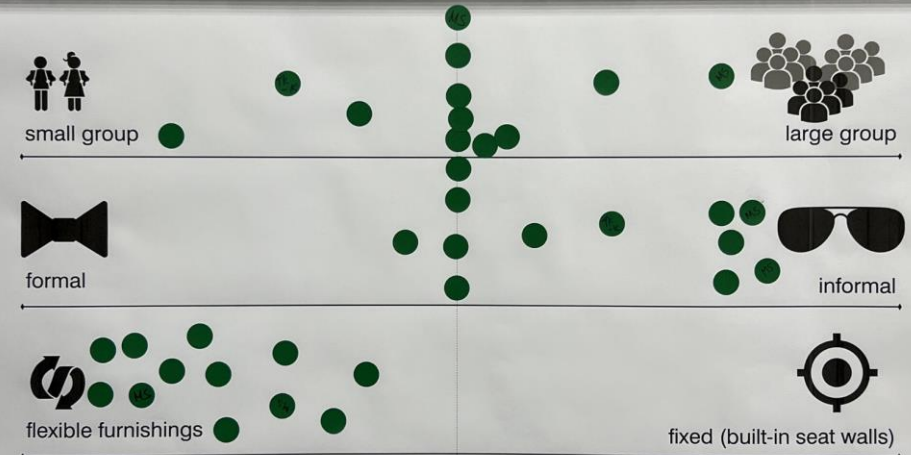
administration



Innovation: Outdoor Learning

The outdoor learning space should be an informal space with flexible seating, for large and small groups.

innovation outdoor learning



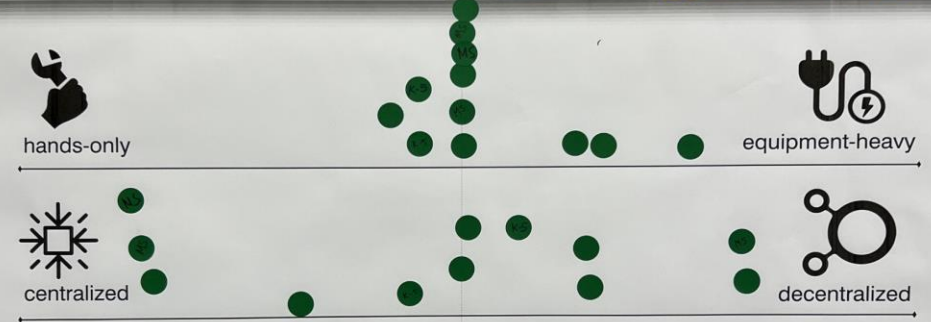
write-in:
activities

Incorporate what's in the area (with natural form)

Innovation: STE[A]M Space

The STE[A]M spaces should be for both hands-on making and equipment fabrication with centralized and decentralized locations.

innovation STE[A]M space



Describe what a STE[A]M lab / makerspace is at each level and how the site might use it:

elementary TK-8 middle

Student Services Learning Center

The student services learning center should be located central to students and accommodate small group discussions.

student services learning ctr.

(speech, psych, english learners,
educational support,
counseling, special education)



centralized (in admin)



decentralized (central to students)



small group



large group

write-in:
activities

How can we best support ARUSD students?

Write in your responses / use post-it notes to describe the ideal space to provide student support:

How do you envision the spaces of your future campuses?

Notes:

Community	Spatial		Outdoor Learning/Play
Community collaboration and relationship building	Stage with state-of-the-art lighting, sound, drapery & rigging within Multi-Purpose room (ES)	Versatile gymnasium for non-traditional sports (MS)	Outdoor Learning areas incorporated into existing nature
	Wellness center within the Student Union (MS)	New track (ES, MS)	Safe and age-appropriate play structures (ES)
	Library features variety of traditional quiet spaces and collaboration rooms (MS)	Two story track (MS)	Open grass and field areas (ES)
Dedicated music/performing arts spaces	Laundry services (ES, MS)	Workout spaces (MS)	Basketball, soccer, and baseball spaces (ES)

Day in the Life 2037

ACTIVITY

What am I doing?

EXPERIENCE

What am I feeling?

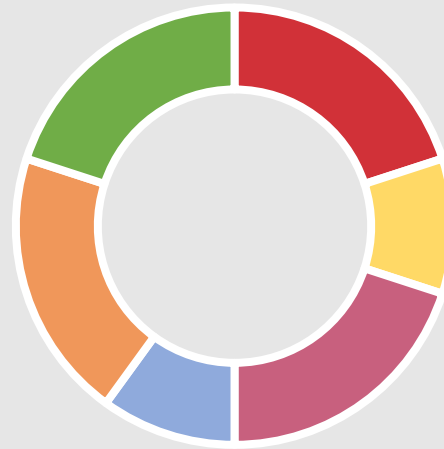
Student Personas

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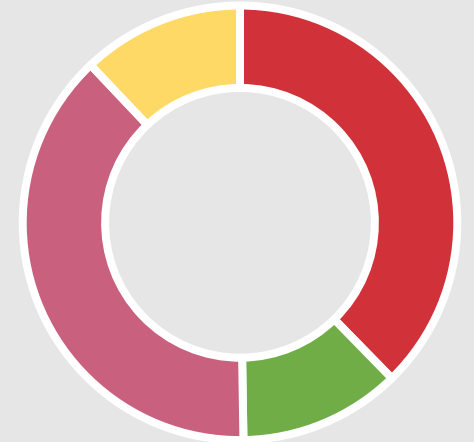
Learning Modalities

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- Student Collaboration
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- Art-Based and Design Thinking
- Play, Movement & Naturalistic Learning
- Independent Study, Inquiry-based Learning
- Teacher Inter-Disciplinary Collaboration
- Any others?

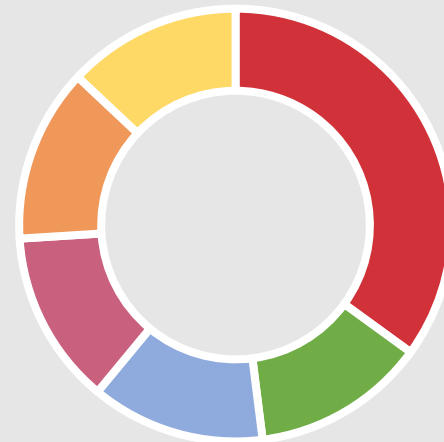
Yesenia
Pre-K



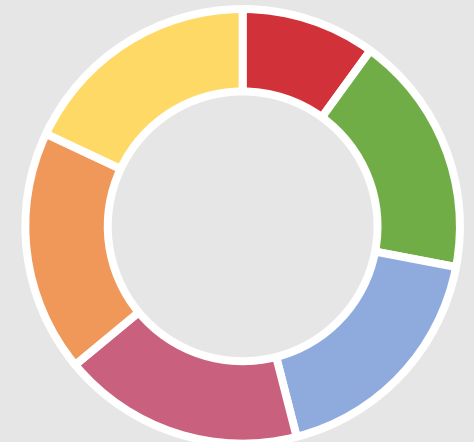
Isabella
Kindergarten



Jared
Fifth Grade



Charlie
Seventh Grade



In 2037, our learning model needs to change and expand with us.

Active learning modalities -experiencing, inquiring, creating, collaborating, and play- need to be interwoven into education opportunities, while teacher led activities should decrease. Student engagement is key to the future vision.

What does ARUESD Envision for the Future?

The day ended in a visionary conversation about items that are critical for these Ed. Specs. to support.



Learning Shifts...

- Less teacher-directed time
- More independent work time
- Play and naturalistic movement
- Students setting individual goals
- Team collaboration across studies, play, and extra-curricular activities
- Spaces to support personal and basic needs (i.e. laundry services)
- More outside and exploration time
- Full day kindergarten
- Flexible and collaborative opportunities
- Student-driven activities
- Multi-sensory and multi-intelligences learning
- Bring community into the class
- No school uniforms
- Relaxation rooms
- Student-chosen schedules
- Independent choice and/or collaborative elective periods
- Indoor and outdoor use spaces
- More control at the hands of the students

Important Takeaways from ARUESD Learning Shifts for the Future?

There is an interest in flexible and collaborative spaces and program structures that lend to increased student engagement. A shift from teacher led activities to student-led inquiry that allows students to be in control of their own learning experience seems to be recommended.

Additionally, ARUESD wants to increase programs and spaces that support community/family relationships with the schools.

Next Steps: Focus Groups

These are recommended topics for focus groups, each with one to three participants. Each focus group will cover all grades except the Early Childhood group. We'll meet with each group twice in virtual meetings, first for 1.25 hours, then for 45 minutes to review the draft chapters they contributed to. The intent of the Ed Specs focus groups is to further develop key drivers for the district-wide master plans and the educational vision for Alum Rock USD.

1. Safety & Security
2. Early Childhood (Pre-K through Third Grade)
3. English Learners
4. Supporting Students with Special Needs and Inclusion
5. Media Center and Labs
6. VAPA: Visual and Performing Arts
7. Physical and Mental Wellness
8. Nutrition and Laundry Services
9. Schools as Community Hubs (Wellness Center, Family Resource Center, and Community Partnerships)
10. Athletics and Play Spaces
11. Optimizing the Outdoors for Learning
12. Technology and Active Learning
13. 'My Dream School' Student Group

Thank You!

On behalf of LPA Design Studios and the Alum Rock UESD, we would like to thank every participant for taking the time from their busy schedules to join us at the Educational Specifications Visioning Workshops. Your voice is important and strongly valued for the success of the ARUESD Districtwide Master Plan to transform your campuses.

Hilaria Bauer, Superintendent

Barbara Campbell, Asst. Supt. of Business Services

Sandra Garcia, Director of State & Federal Middle Schools

Anthony Colonna, Director of Special Education

Brett Littrell, Chief Technology Officer

Jackie Montejano, Principal on Special Assignment

Maria Thoma, Coordinator: VAPA, PE, Sports Programs

Kimi Hiroshima, TK-K Educator

Catalina Nichols, TK-K Educator

Kelsey Rothrock, Grades 4-5 Educator

Arlene Illa, Grades 4-5 Educator

Sara Meza, Grades 6-8 Educator

Sarah Jacobs, Grades 6-8 Educator

Cristina Bustamante, Grades 6-8 Educator

Geinah Nierra, Special Education

Clarissa Johnston, Special Education

Rebecca Williams

APPENDIX

Preparing for the Journey



How does your space hinder/help achievement of this LCAP goal: ENGAGE STAKEHOLDERS IN A MEANINGFUL WAY THAT PROMOTES A POSITIVE LEARNING, WORKING, AND COMMUNITY ENVIRONMENT THAT IS GEARED TOWARD STUDENT ACHIEVEMENT?

#2

What are you leaving behind?

Teachers working in isolation

Limited interpretation equipment

Parent meetings in the cafeteria (leave)

Leave behind dull buildings

Afraid or not putting in enough effort to build relationships w/ families

Special Ed classes too far from other classrooms

Recess always outside

ASPHALT!

Play area not sufficient for 4-5yr growing body.
- Structures insufficient
- NO "soft space"
- uneven/cracked pavement

leaving limited parking

MENTAL HEALTH SPACES

ACCESSIBLE SPACES FOR ALL (ADA)

NATURE!!

Structures that like beanbag seats, chairs, light in classroom tables w/ feet support

COMFORTABLE FLEXIBLE SEATING SPACES

Taking open space designs that promote inclusion

Teacher and staff collaboration

Growth mindset

Larger spaces for classrooms

collaborative, multi-faceted spaces w/ flexibility to meet group purpose supported w/ resource

Team building activities - staff

Learning needs need to be more spacious

GYMS

SUBJECT SPECIFIC LEARNING SPACES!

Parent workshops - classroom - to address reading, math

Science Lab

Outdoor amphitheater

Outdoor Classroom

Tabling at community events

careless takes (large bulky folding)

in all spaces (Take)

gender neutral restrooms & PE facilities

building rapport with students, families, staff through team building, engaging activities

Provide daycare for parents who are being trained to take volunteer

Large Community Spaces for gathering, social, and fun

Community spaces are required (Nant)

Welcome community activities @ school (ie language, tech training, financial literacy) (keep)

Family Resource Center (for meeting spaces) (Take)

Spacious Community (Take)

Family Media Center

Family Resource Center (for meeting spaces) (Take)

teachers pulling students' needs first

Outdoor amphitheater

Outdoor Classroom

How does your space hinder/help to STRENGTHEN FAMILY-SCHOOL-COMMUNITY PARTNERSHIPS?

#3

What are you leaving behind?

Not well
lit outside
for after school
program

Not enough
graded areas

Staff
Bathrooms
w/ no
ventilation

small stages

Forced
expensive
partners

Unkept
fields

small dark
offices

taking
multi-
purpose
rooms

Small stages
with proper
technology
- lighting
- sound

Play areas that are
best not
for, grounds
w/ outdoor tables,
cracked/leaky
blacktop (batteries)

Organized
spaces &
more
classroom

A system
that makes it
easy for parents
to come to
open parent
spaces on
campus - to
help, support,
support &
connect

Parent supported
school clubs

Performance
space

SHADE!

Family
Resource
center

Wellness
Center

organic
neighborhood
partnerships

Summer
enrichment
programs
- sports
- music /
performing arts
- interests

After school
program

Summer
intervention
programs
- ELA
- Math

clubs

sports

welcoming
for nature

Structural
equity in
partnership

community /
organization -
run activities
(e.g. Google, AAP,
Carnegie, etc.)

space for
our partners
to set up

Old students
Members, subcommittee
article maximum
activities in
schools

Fully
furnished,
welcoming
space for parents
to meet and
talk

welcoming
environment

Teacher
Lounge

Welcoming
offices
and front of
schools

Parent
workshops

Provide
workshops

Use school space
for community
events, etc.

How does your space hinder/help achievement of this LCAP goal: PROVIDING ALL STUDENTS WITH A RIGOROUS, CHALLENGING, AND INOVATIVE INSTRUCTIONAL PROGRAM THAT PREPARES THEM FOR COLLEGE-READINESS AND EXCELLENCE IN THE 21ST CENTURY?

Career Pathways Classes (21st Century)

What are you leaving behind?

Leave old technology

no air conditioning

SHARED CAFETERIA (schools need our own space)

Teachers doing "their own thing" & not utilizing curriculum provided

Hurry to turn extension cord to power computer while also being committed to board

Not enough outlets

Teachers going through the SST with the end goal of assessing for SPED

long wait time for tech work orders

long wait time for maintenance work order

ONE SIZE FITS ALL
- bell
- class
- prep
Middle & High School Schedules

What are you taking with you?

open spaces to work together in

accessible outlets + adequate power

more prep time

Update furniture to allow for movement

open floor designs w/ reconfigurable space

Hands-on Curriculum for Science and Climate change - Math and problem solving

more inclusion opportunities for SPED

21st Century Classrooms (Furniture, Tech, Materials) Take

Integration of Technology & Research

TECH LABS

Collaboration with other teachers

Curriculum Intervention Program for Gen Ed & SPED

virtual access to tours, fieldtrips, ARVR

Shedding centers for exploration

Internet access all homes

Reliable internet

more offices for necessary support staff

THEATERS

I think fire + climate change need to be taken into consideration

Science LABS

Video Lab

VIDEO LAB + equipment

Music Sound Studio / Recording Studio

Movable furniture

LIBRARIES - fully-staffed

Support equipment to access technology (Take)

Differentiated instruction in gen ed & SPED

21st Century Programs (Robotics, Debate Team, etc.)

established on SST process with most of support (MTSS, RBT)

access to appropriate learning tools

Flexible room structures for whole group, pairs, etc.

Accountability for SPED services - service tracking

Flexible room structure for whole group, pairs, etc.

Flexible bell & schedule

REACH

Open School!
100% of the time
100% of the time

Play areas
that are
maintained
so that sports
can occur w/o
fear of injury

ELs
missed
opportunities
w/ directives

Have library
media center
where books
are read by
librarians

Search lab
for production
of language

ST
Theaters
or performers

Interactive
Walls
for language
creation

ST
Language
for after school
programs or
clubs for students
learning to be
bilingual, bilingual
clubs

ST
Student Lead
projects

LIBRARIES

STPD ASP
teachers
providing
integrated
ELD lessons

ST
Every site
has theater
Program
@PSD

#5
Newcomer
Center
(Resource)

ST
EL
support
pages

#5
More Sports
and playing
activities - to
practice speaking

ST
Project Based #5
Learning that
incorporates vocabulary
skills (e.g. reading,
writing, thinking, listening)

ST
Focus on
Reading &
Language skills
through intentional
teaching

ST
Newcomer
Support

ST
Recognizing/
highlighting
all languages

#5
More chance
to speak, perform,
debate -
use their skills

ST
More focus on (5)
the old standards
& provide
learning opportuni-
ties to address/
support them

ST
SDC / STPD
teachers
providing
designated
ELD instruction

Day in the Life 2022

2022: what does a day in the life of a student look like?

Alum Rock Union Elementary School District

NAME: Yesenia
AGE: 4
GRADE: Pre-K

Yesenia is the youngest child of three. Her parents are divorced and have a relationship full of tension which has affected her behavior. Her siblings are several years older and don't play with her.

Learning

Yesenia's favorite activities are art, story time and

Learning Studios

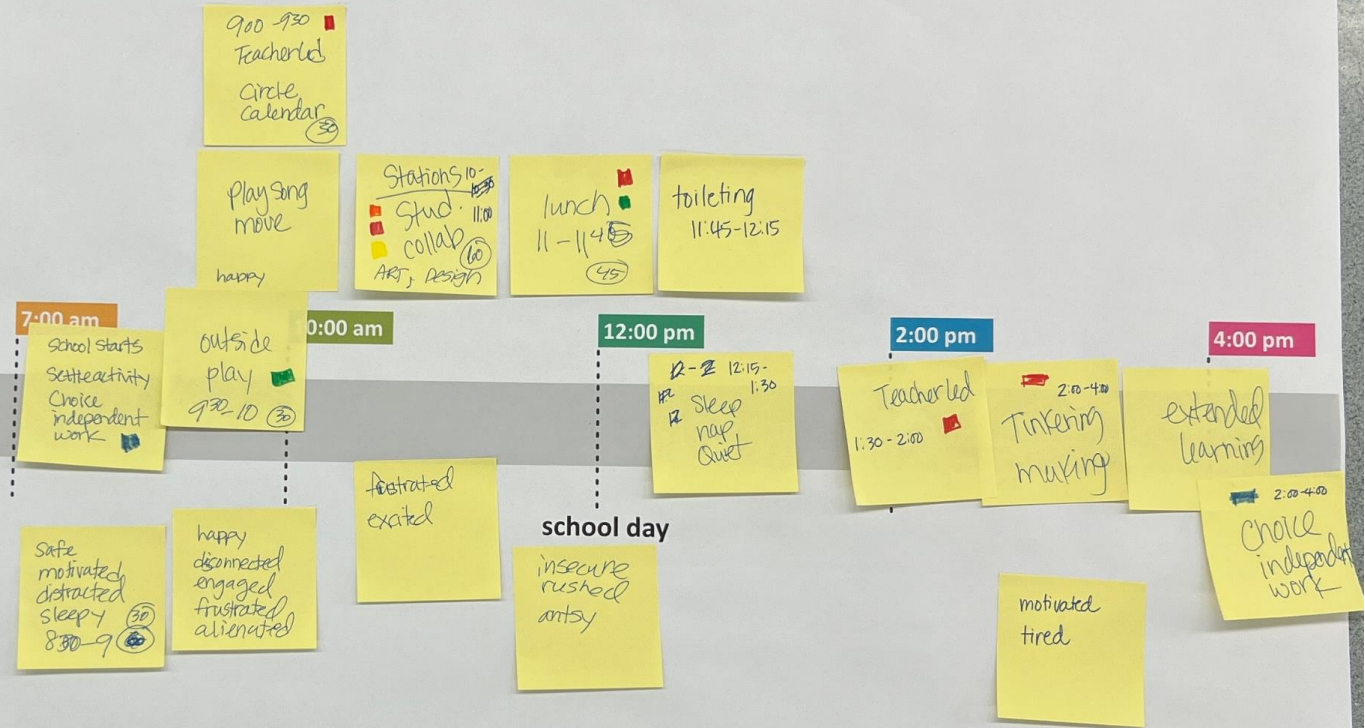
Learning Modalities

- Teacher Led Activities
- Student Collaboration
- Art-Based and Design Thinking
- Play, Movement & Naturalistic Learning
- Tinkering & Making, Virtual & Blended Learning
- Independent Study, Inquiry-based Learning
- Teacher Inter-Disciplinary Collaboration
- Any others?

School is a place where I....

ACTIVITY
What am I doing?

EXPERIENCE
What am I feeling?



2022: what does a day in the life of a student look like?

Alum Rock Union Elementary School District

NAME: Isabella

AGE: 5

GRADE: Kindergarten

Isabella lives with her mother in a homeless shelter. She gets a lot of love and affection from her mother and relatives living in the area, but she and her mother do not have stable housing and frequently move between shelters and the living rooms of their relatives.

Academics:

She shows that she is smart and her teachers are impressed by her development but realize that her lack of home resources can hinder her ability to learn to realize her full potential.

Dreams:

She feels very grounded at school by following routines and the stability of having her own personal storage cubbie and expressing herself through play-based learning.

School is a place where I....

ACTIVITY

What am I doing?

- Getting her space (belongings) together just in case they can't return.
- Grabbing a snack (if available)
- Getting transported to school
- Crying
- Shining in class
- Able to take turns @ recess
- Empathetic
- Helping others
- Sitting in the front row
- Morning meeting
- Centers

8:30-12:00 50% of day

- ELA
- STEAM activities

12:00-12:30
Eating lunch & playing

Gets to school @ 7:30 am (early)

8:00 am
Eats breakfast

10:00 am

- playing @ recess

12:00 pm

12:30-5 pm
After School Program

2:00 pm

4:00 pm

EXPERIENCE

What am I feeling?

- Feeling tired
- Feeling anxious
- Feeling hungry

- Separation anxiety
- Fearful
- Cold

- Happy
- Safe
- Welcomed
- maybe ashamed (dirty clothes missing H/w)

school day

- Satisfied
- Happy
- Anxiety creeping up

- Happy playing w/ friends
- some frustration

- Tired
- Anxious
- Insecure
- Worried



2022: what does a day in the life of a student look like?

Alum Rock Union Elementary School District

NAME: Jared

AGE: 10

GRADE: 5th

Jared is a soccer player. He is in a hurry to complete his classwork to get to practice after school.

Academics:

Jared loves to be active but doesn't care too much for school. His teachers and parents sometimes get frustrated because they try to tell him that school is important, but he doesn't seem to care.

Dreams:

Soccer is all Jared thinks about and hopes for an athletic scholarship someday. To stay motivated he'd prefer an active and hands-on learning approach, so he isn't stuck in his seat all day.

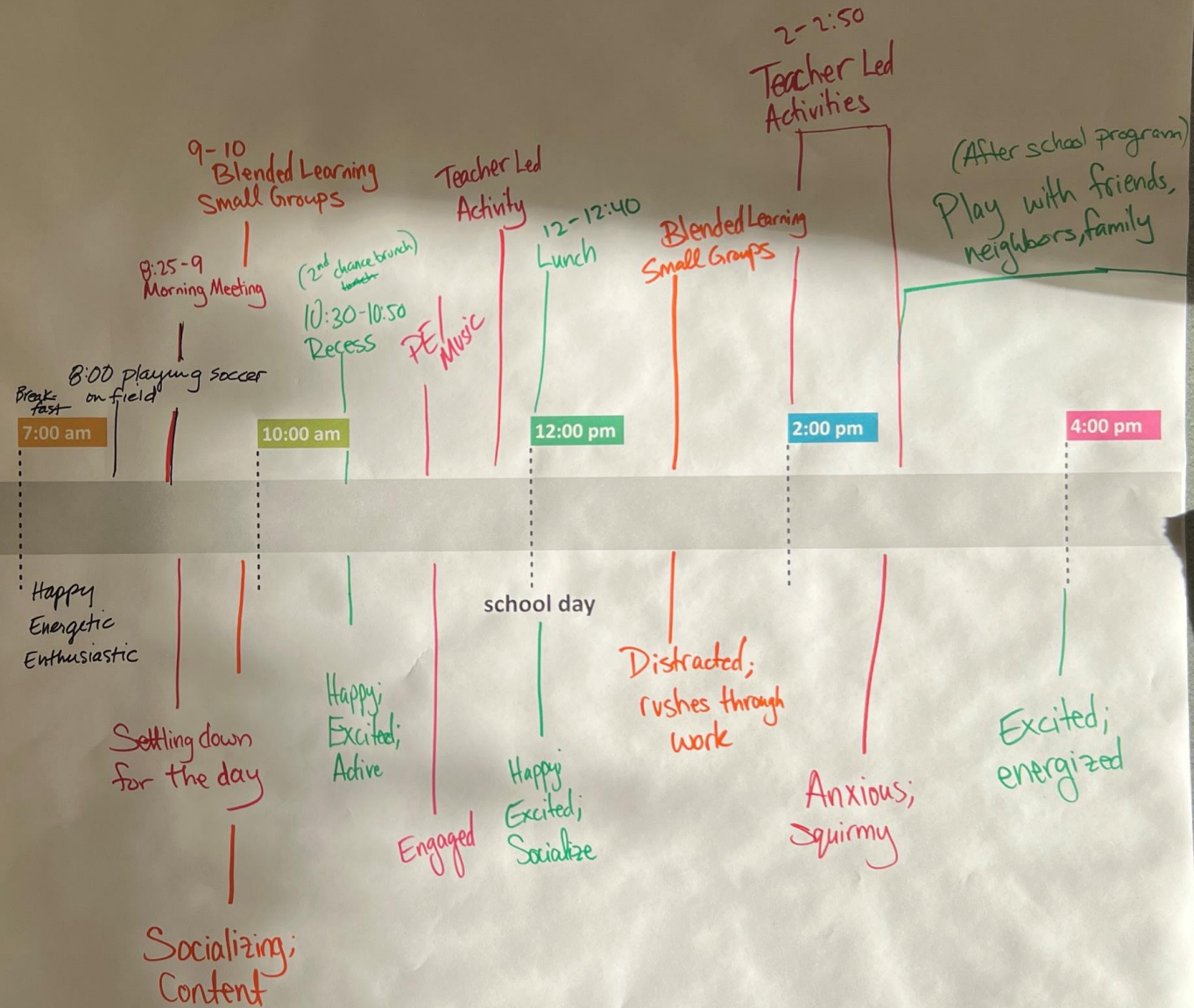
School is a place where I....

ACTIVITY

What am I doing?

EXPERIENCE

What am I feeling?





2022: what does a day in the life of a student look like?

Alum Rock Union Elementary School District

Charlie is eager to learn but **needs a lot of support** to **stay on task** and **stay focused**. He does not get much help at home with homework partly because of lack of **access to reliable technology**. He is performing low academically but has a **lot of potential** that isn't always recognized.

Academics

Charlie is from a low-income household in which both parents are homeless and struggle with drug addiction, so they are unable to work full time and find stable housing. Charlie has two siblings. Their main residence is their grandparents' home, but they bounce back and forth between that home, their parents' home, and other family members homes. The **continuous relocation** has a negative effect on his academic performance.

Dreams

Charlie has an **underlying undiagnosed learning disability**. It is hard to see this and identify the exact cause. He does better emotionally and academically when he lives with his grandparents than when he lives with his parents. The **constant shifts** of his home environment make it difficult for him to learn and gain the support he needs to succeed.

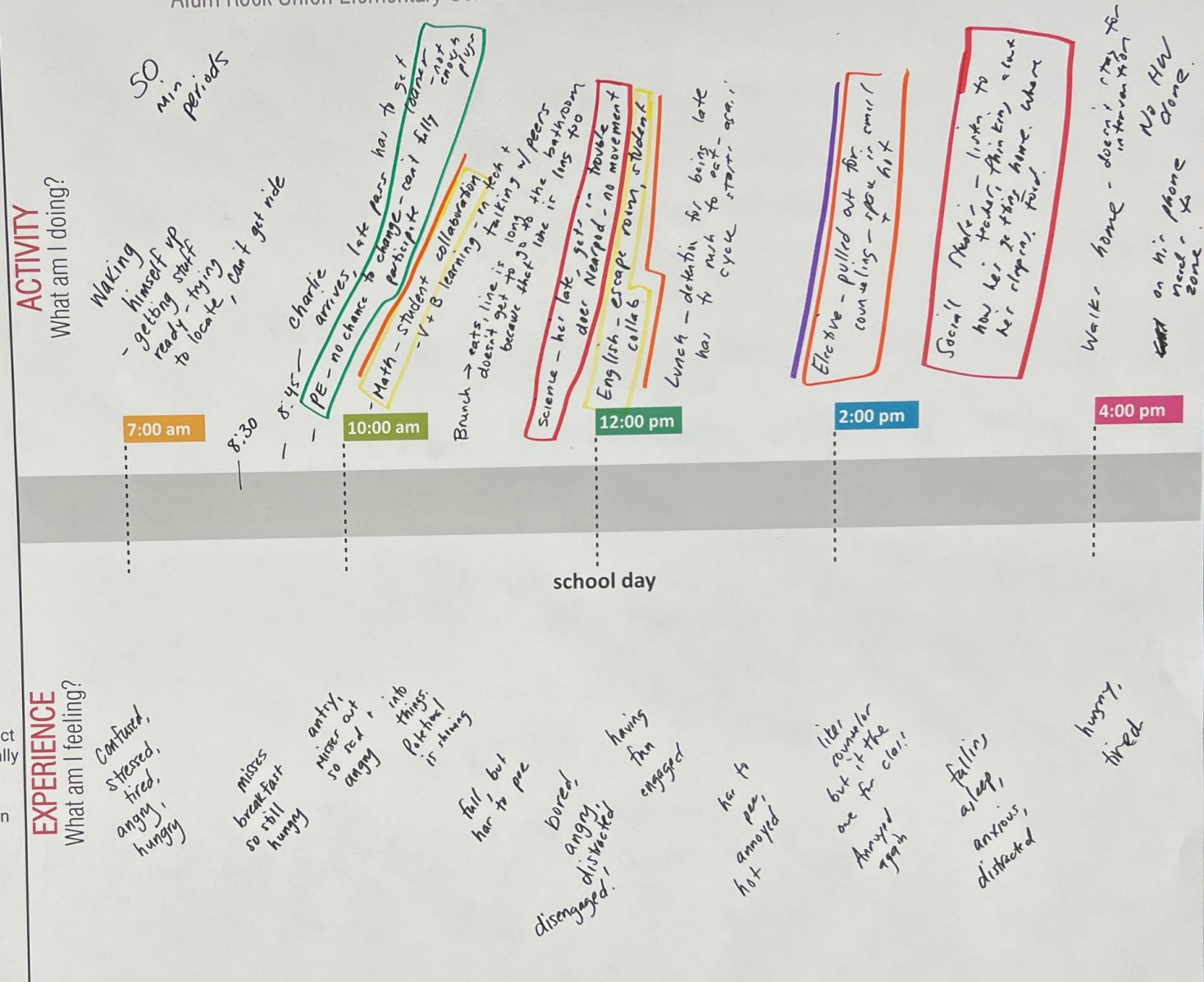
School is a place where I....

ACTIVITY

What am I doing?

EXPERIENCE

What am I feeling?



LPA

Day in the Life 2037

2037: what does a day in the life of a student look like?

Alum Rock Union Elementary School District

NAME: Yesenia
AGE: 4
GRADE: Pre-K

Yesenia is the youngest child of three. Her parents are divorced and have a relationship full of tension which has affected her behavior. Her siblings are several years older and don't play with her.

Learning

Yesenia's favorite activities are art, story time and playing outdoors. She has a lot of energy which is often mistaken for ADD and has bursts of anger when she feels she can't do what she wants to do. She can be aggressive with other children at times, which can be alienating for them.

Dreams

Yesenia wishes she had more attention from family and to develop friendships with her peers.

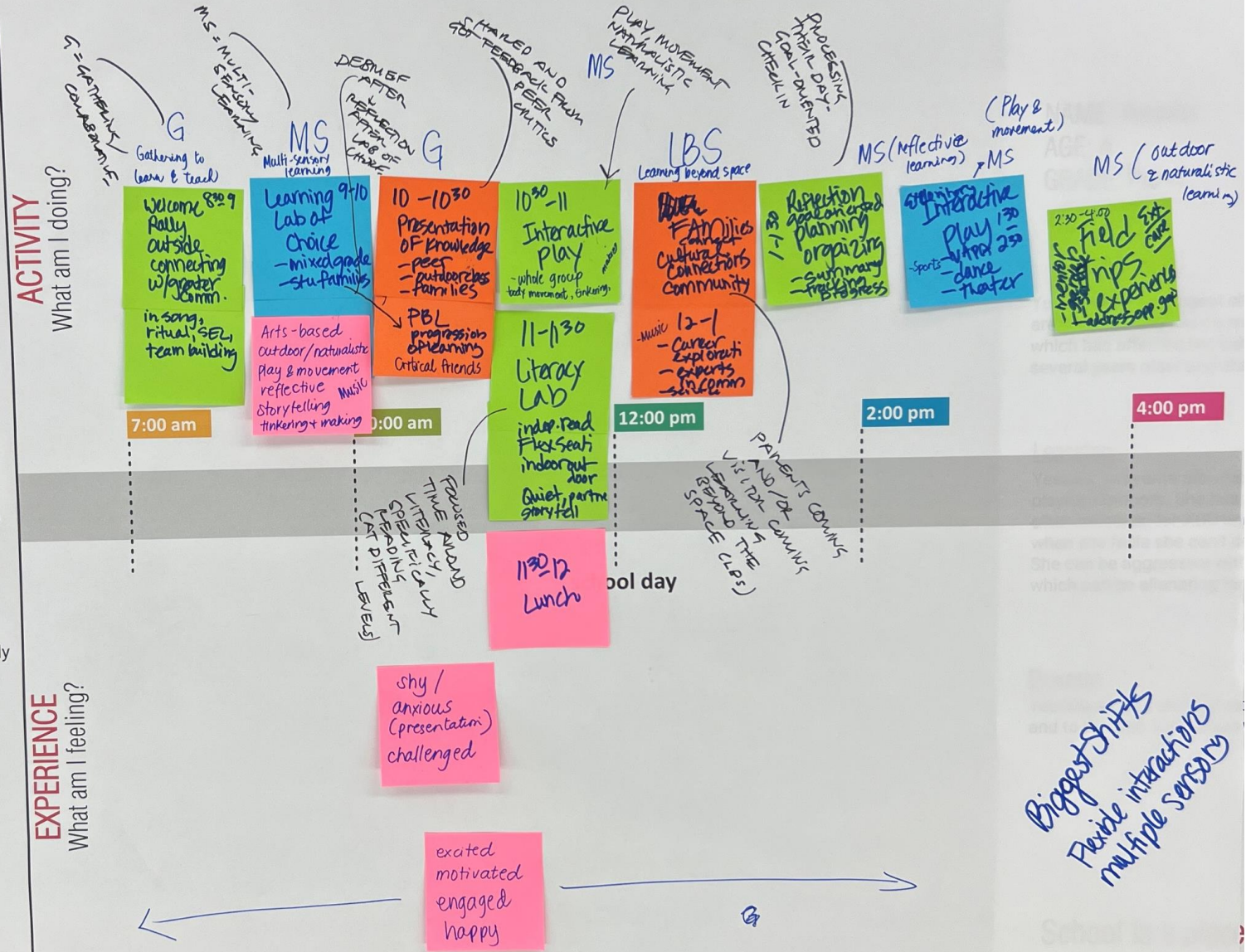
School is a place where I....

ACTIVITY

What am I doing?

EXPERIENCE

What am I feeling?



2037: what does a day in the life of a student look like?

Alum Rock Union Elementary School District

NAME: Isabella

AGE: 5

GRADE: Kindergarten

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Academics:

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Dreams:

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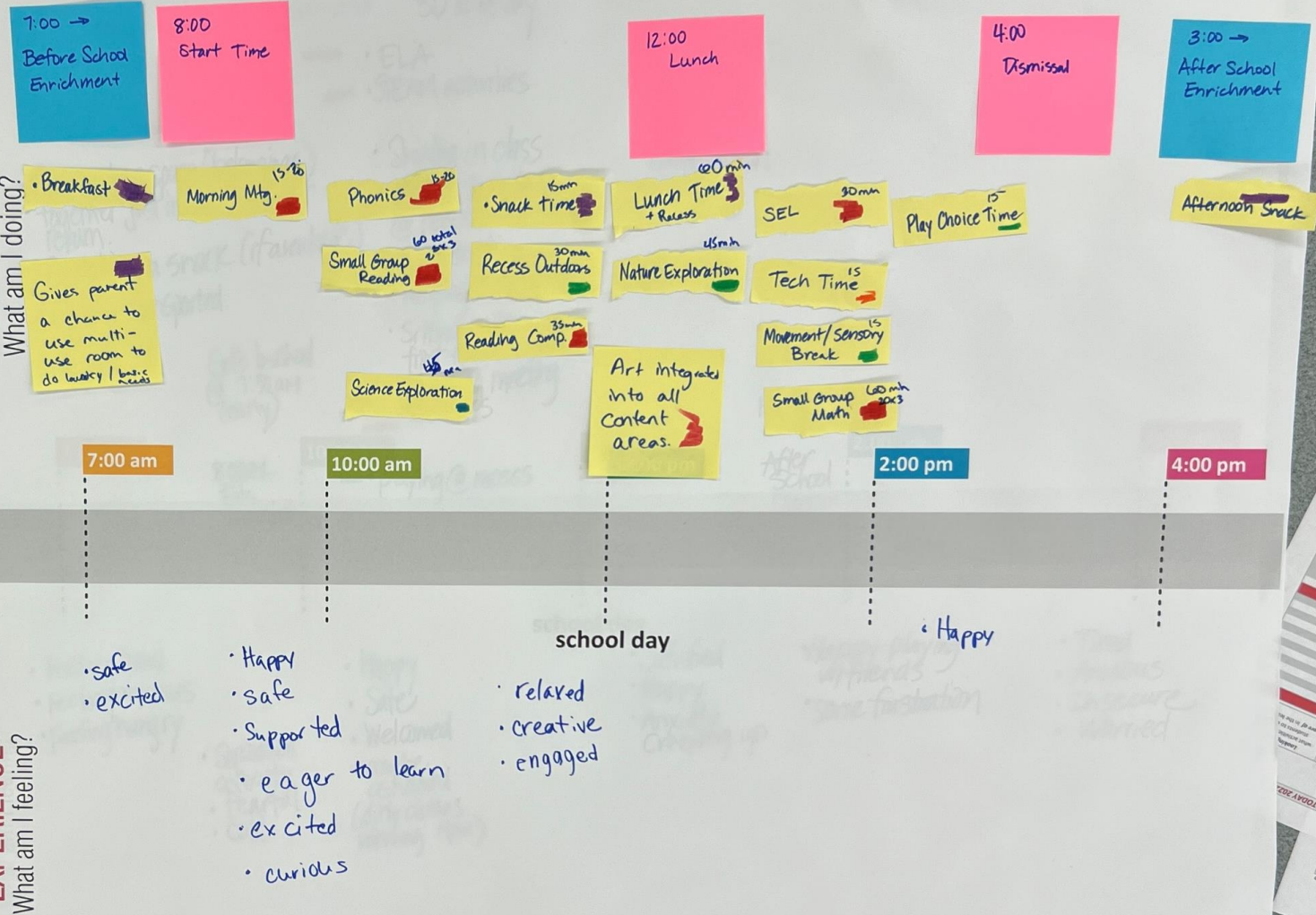
School is a place where I....

ACTIVITY

What am I doing?

EXPERIENCE

What am I feeling?



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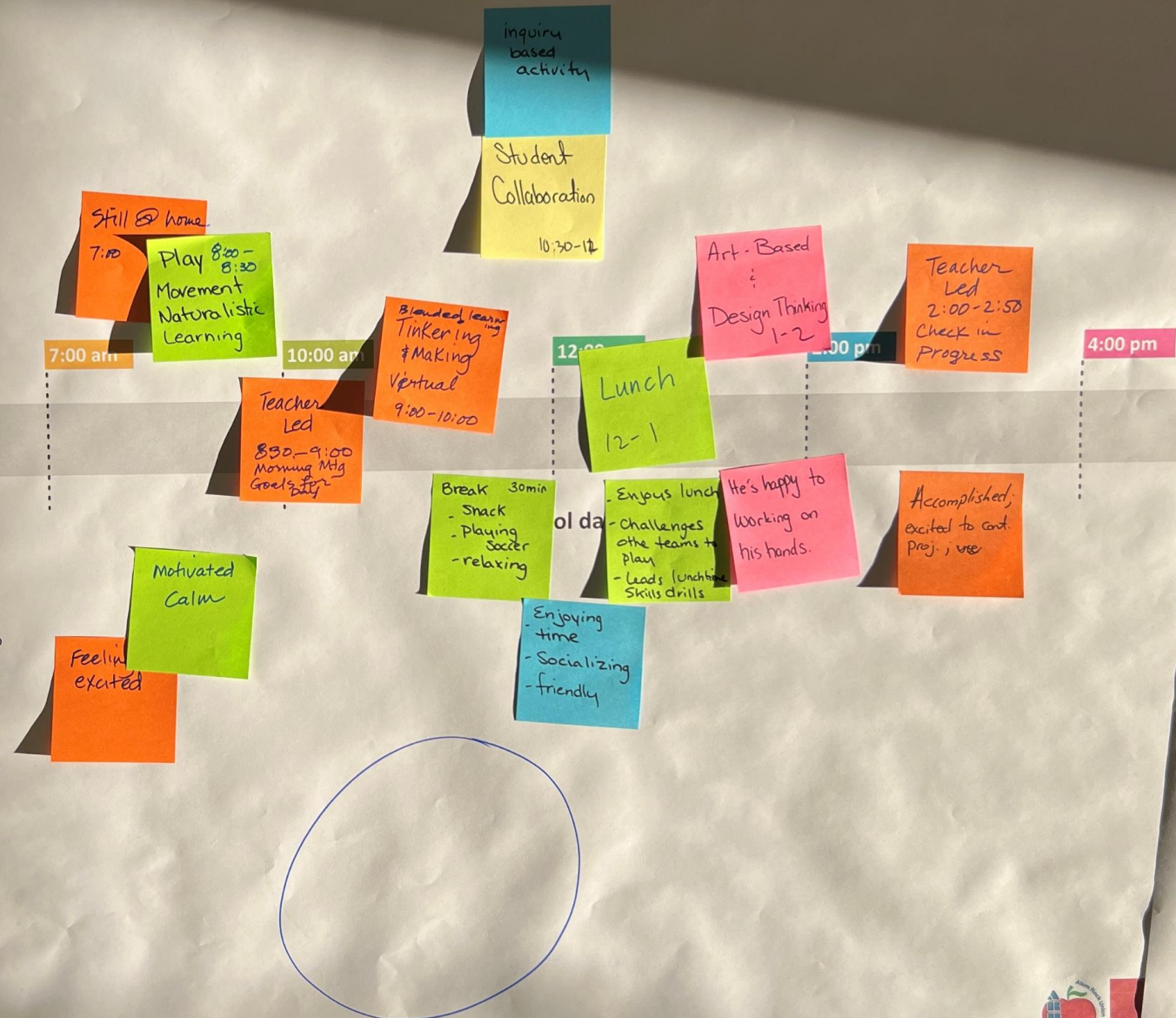
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School is a place where I....

ACTIVITY
What am I doing?

EXPERIENCE
What am I feeling?



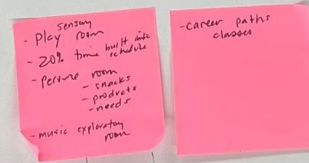
Alum Rock Union Elementary School District

GRADE: 7th

School is a place where I....

What am I doing?

What am I feeling?



Visioning Statements

3 IDEAS CRITICAL TO FACTOR INTO ED SPECS

Mental Health Wellness Centers

Wellness Space

Quiet rooms, play rooms, clubs, mentors, sports, plays, music, and the staff to support all of these activities along with counselors &...

FREEDOM
(systematic + construction is about school no longer resembles a prison)

Open spaces.

Outdoor space to explore

Sensory Choices in room 1

Sensory Choices outside 2

CREATIVITY
spaces that encourage creative use + can be changed)

Foster Creativity & Innovation

Open spaces and larger spaces to work together and learn

Outdoor options for learning

Inclusion

MTSS / RTI
- tiers of support for academics & behavior

Safe & inviting

Safe & nurturing

Outdoor space w/ playground, grass, different play areas

Areas for Outdoor (STEM) Learning

Behavior Specialist / support in every site

Ability to meet all students needs
Not limited by equipment

A variety of spaces to be used for students to feel calm

Well-equipped tech media center

spaces for writing, counseling, support staff to work w/ students

Different tactile experience or brain teasers made (versatile)

VARIETY OF SPACES
(something for everyone)

Safe, secure, clean building

More play equipment (bars, play structures, tinkering station)

More marked off (versatile) black top space

Bigger classrooms to fit high class sizes

Having appropriate staffing in special ed + offices for them

Flexibility
multi-use w/ various purpose

Flexible Durable Furniture for classroom

spaces that adapt to different learning activities

Have a space that is flexible for changing times

Flexibility
- time
- location
- furniture

Accessible and versatile

LEARNING SHIFTS

LESS TEACHER DIRECTED TIME →
INDEPENDENT WORK TIME

} MORE
CONTROL
AT THE
HANDS OF
THE STUDENT

- PLAY + NATURALISTIC MOVEMENT
- SETTING INDIVIDUAL GOALS
- TEAM COLLAB ACROSS STUDIES, PLAY, AND EXTRA CURRICULARS
- PERSONAL/BASIC NEEDS SPACE (LAUNDRY SERVICES)
- MORE OUTSIDE/EXPLORATION TIME
- FULL DAY KINDER
- FLEXIBLE + COLLAB OPPORTUNITIES
- STUDENT DRIVEN ACTIVITIES
- MULTI-SENSORY & MULTI-INTELLIGENCES STYLE LEARNING
- BRING COMMUNITY INTO THE CLASS
- (NO SCHOOL UNIFORMS)
- RELAXATION ROOM
- FLEXIBLE → STUDENT CHOSEN SCHEDULES
- CHOICE/COLLAB PERIODS
- INDOOR + OUTDOOR USE SPACES

Proximities and Connections

middle school gymnasium



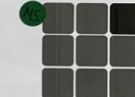
school use only



community shared



centralized



perimeter



stand-alone

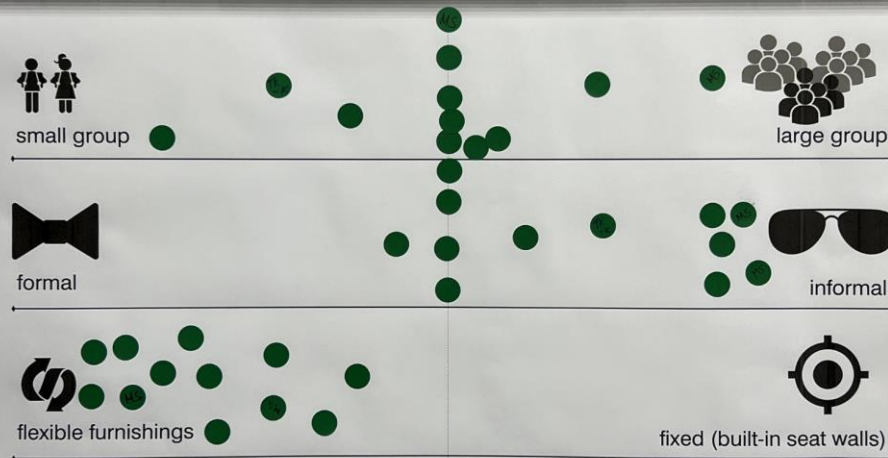


attached

write-in:
activities

Track built in - 2 stories; versatile for multiple
untraditional sports

innovation outdoor learning



write-in:
activities

Incorporate what's in the area (with natural form)

innovation STE[A]M space



hands-only



equipment-heavy



centralized



decentralized



Describe what a STE[A]M lab / makerspace is at each level and how the site might use it:

elementary

TK-8

middle

elementary school library



technology-rich



book-centric



school use only



community shared

write-in:
activities

middle school library



technology-rich



book-centric



school use only



community shared



quiet (heads down)



active (collaborative)



individual (small group)



classroom (large group)

write-in:

activities

Traditional quiet spaces w/ collab rooms
(study halls)

administration



school use only



private offices

write-in:
activities



community/volunteer shared

open office with conference spaces

teacher colab



individual

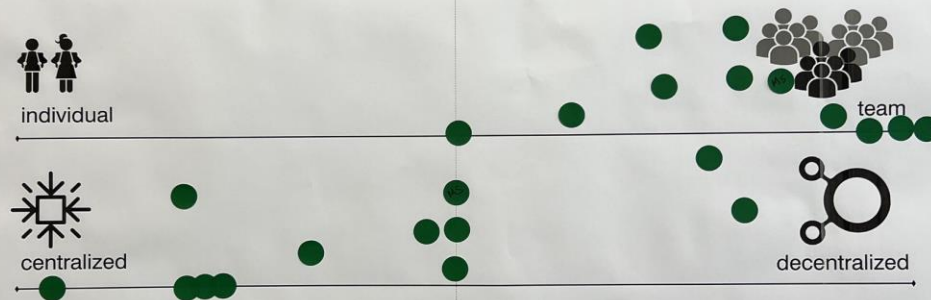


centralized



decentralized

write-in:
activities



student services learning ctr.

(speech, psych, english learners,
educational support,
counseling, special education)



centralized (in admin)



decentralized (central to students)



small group



large group

write-in:
activities

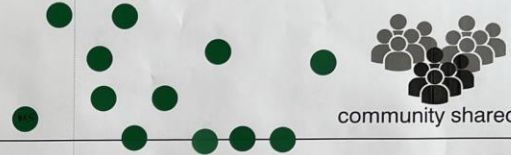
How can we best support ARUSD students?

Write in your responses / use post-it notes to describe the ideal space to provide student support:

physical education



school use only



community shared

List the athletic/ physical education spaces that are still needed or still need to be improved:

elementary

- play structures
- grass / field area *
- paved ball / soccer / basketball courts
- structures suitable for gross motor building
- track

TK-8

middle

- gym
- track
- workout spaces
- laundry services

elementary school multi-use room



school use only



centralized

write-in:
activities

stage w/ state of the art lighting, sound, drapery & rigging



community shared



perimeter

middle school student union



social engagement



food service/dining



centralized



perimeter



before/after school



school hours only

write-in:

activities

Walkman Center Space



Changing Lives by Design™