Date: 04/03/2024
Time: 4:00 PM

ALAMEDA UNIFIED SCHOOL DISTRICT

Site/Design Committee – Meeting #2

Microsoft Teams Virtual Meeting

Attendees:

- Shariq Khan, AUSD: Assistant Superintendent, Business Services
- Robbie Lyng, AUSD: Senior Director of Construction
- Ruth Boyd, AUSD: Construction Project Manager
- Pedro Mora, AUSD: Construction Project Manager
- Susan Davis, AUSD: Senior Manager, Community Affairs

- Brian Dodson, AUSD: Otis ES Principal
- Manya Morris, AUSD: Otis ES Office Manager
- Amanda Gean, AUSD: Otis ES Speech & Language Pathologist
- Esparanza Mendez, AUSD: Otis ES Teacher
- Kara McClymont, AUSD: Otis ES Teacher
- Kristen Galvez, AUSD: Otis ES Teacher
- Lisa Goodwin, AUSD: Otis ES Teacher
- Anna Leah Ah, AUSD: Otis ES Teacher
- Anna Holdstedt, AUSD: Otis ES Teacher

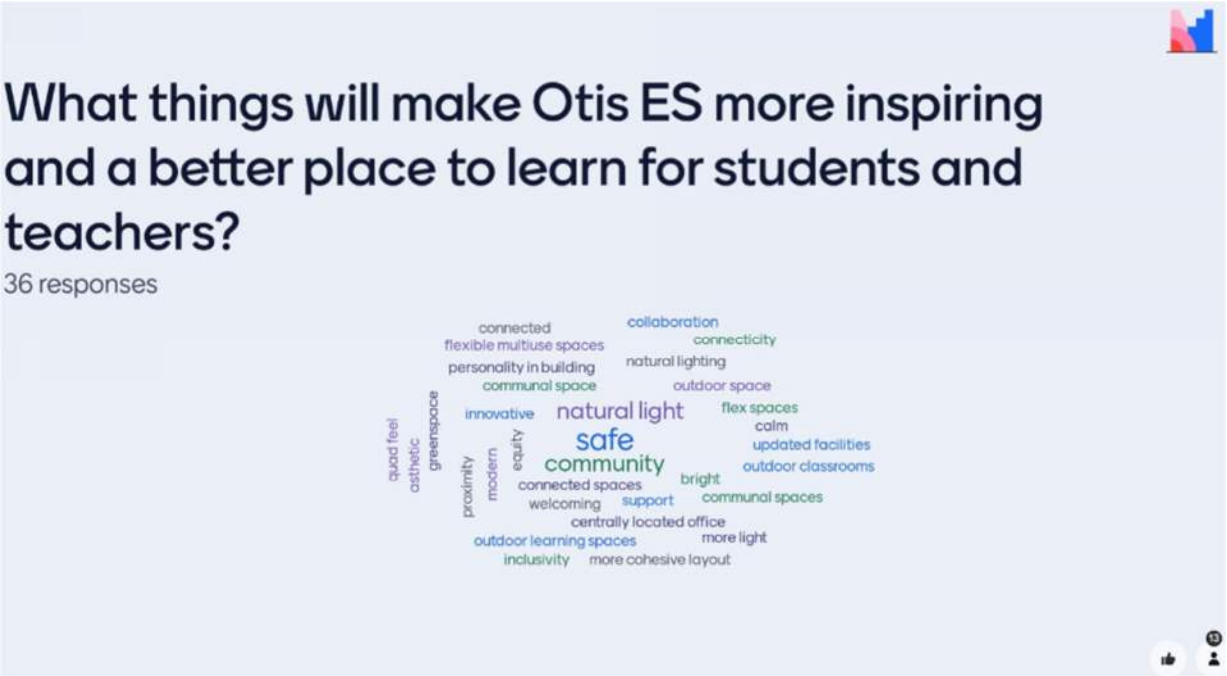
- Hoyt Fay, Otis ES Parent
- Katie Honegger, Otis ES Parent
- Chris McClurg, Otis ES Parent
- Gregg Rubenstein, Otis ES Parent
- Elizabeth Tran Wong, Otis ES Parent
- Ana Goldstein-Kogan, Otis ES Parent

- Mark Quattrocchi, QKA: Principal in Charge
- Joel Williams, QKA: Project Manager
- Avian Soupholphakdy, QKA: Project Architect

Distribution:
Email via District

Introductions

- Design meeting included individuals from QKA, AUSD staff, Otis ES staff and parents. Attendees are listed above.
- Agenda for today's meeting:
  - Review/discuss Preliminary Program Summary.
  - Discuss Guiding Principles for Otis ES campus design.
  - Review campus site concept options.
  - Wrap-up & discuss next steps.
- Robbie informed attendees that the meeting is being recorded for AUSD's use. Attendees who do not want to be recorded were asked to turn off their camera.
- Joel asked the attendees to participate in an exercise by using their I-phone camera to scan a QR-code that took them to www.menti.com website to answer a question: what things will make Otis ES more inspiring and a better place to learn for students and teachers? Below is a snapshot of the result.



Participation

Slides	Number of participants	Participation rate
What things will make Otis ES more inspiring and a better place to learn for students and teachers?	13 / 19	68 %
Ranking	0 / 19	0 %
Key planning concepts	15 / 19	79 %
Is there anything else you want us to know as we begin Schematic Design?	0 / 19	0 %

- The exercise shows Safe, Community and Natural Light as the most popular words in describing a better place to learn for Otis's students and teachers.

Preliminary Program Summary

- Joel presented the Program Summary spreadsheet, which is a consolidation of information and input provided from previous meetings with the group. Copy of the Program Summary is below.

AUSD Otis ES - Preliminary Program

	Proposed	Loading	# Students	Unit Area	Subtotal Area	Notes
Main Classrooms				SF	SF	
Transitional Kindergarten	2	24	48	1350	2700	
Kindergarten	3	25	75	1350	4050	
1st Grade	3	25	75	960	2880	
2nd Grade	3	25	75	960	2880	
3rd Grade	3	25	75	960	2880	
4th Grade	2	32	64	960	1920	
5th Grade	2	32	64	960	1920	
4/5 Combo	1	32	32	960	960	
Flex Classroom	1	32	32	960	960	
Subtotal	20		540		21150	
Existing classrooms	6			960	5760	Area of existing classrooms to remain
New Classrooms	14				15390	Area of new construction to be provided
Special Day Class				SF	SF	
Special Needs	2	12	24	960	1920	
Flex	0	0				
	2		24		1920	
Loaded Subtotal	22		564		17310	Projected Enrollment = 575
Unloaded Learning Spaces				SF	SF	
MPR	1				0	existing to remain
Library	1			1920	1920	
STEAM Lab	1			1350	1350	
Music	1			1350	1350	
Art	0			1350	0	continue to push into classrooms
After School Care	0				0	share with another space
	4				4620	
Teaching Space Subtotal	26				21930	
Administration & Student Services				SF	SF	
Lobby	1			150	150	
Open Office	2			100	200	
Principal	1			175	175	
Nurse	1			200	200	
Work Room	1			480	480	
Break Room	1			480	480	
Conference	1			200	200	
Invtervention Lead	1			150	150	
Occupational Therapist	1			250	250	needs room for activity area (ball pit)
Psychologist	1			150	150	
CEC Counsellor	2			150	300	locate near SDC classrooms. Small groups of 2-5
Education Specialist	1			150	150	part of special education for general ed students. Small groups of 4-5
Speech Therapist	1			150	150	groups of 2-5
Math Interventionist	0			150	0	Not district funded
Reading Interventionist	0			150	0	Not district funded
PE Office	1			100	100	
	16				3135	
Admin offices	4				575	
Student Services offices	7				1150	
Other offices	1				100	
Existing offices	2			150	300	(2) existing in classroom bldg to remain
Admin & Student Services Subtotal	16				2835	
Project Subtotal	42				24765	
Miscellaneous Space				%	SF	
Mechanical				1.5%	371	
Electrical				1.5%	371	
Elevator				1%	248	
Restrooms				6%	1486	
Storage				10%	2477	
Office Circulation				2%	495	
				22%	5448	
Grand Total					30213	

- Existing MPR building will remain.
- Six classrooms and two offices in the existing 2-story classroom building will remain.
- Fourteen new classrooms and two Special Needs classrooms will be provided in the new construction.
  - Amanda commented that Special Ed classrooms are larger than the standard 960 sf size classrooms. Per education code, Special Ed classroom is 1,080 sf.
  - There is a need for information resource classroom.
- Room or space for math interventionist and reading interventionist is currently not provided because they are District funded.
  - Math interventionist currently takes place in small break out rooms.
- Art classroom is not provided at this time. Will try to continue to push into classrooms.
- Projected enrollment is 575 students.
  - Gregg asked, how will enrollment growth of 600 students or more be accommodated? Shariq replied that this small size campus will not be able to accommodate 600 students. A good practical number that we landed for this size campus is 564 students. District don't anticipate the student enrollment to be greater 564.
- Chris asked about how specific functional requirements for after school care be accommodated. Joel replied that we can continue to work through this in the campus and building design process.

Guiding Principles for Campus Design

- Joel shared a list of guiding principles proposed for campus design. They are the following:
  - safety & security
  - supervision
  - integrated campus
  - indoor/outdoor learning
  - separation of outdoor learning and outdoor play
  - appropriate grade-level separations
  - sensitivity to neighbors
- Joel asked if there are other big picture guiding principles that should be included?
  - Robbie mentioned technology. However technology is really not a principle for organizing the site.

Review Campus Site Concept Options

- Joel presented a vicinity map, demolition plan and two site concept options.

- The Vicinity Map is an aerial photo of the existing Otis ES site and provides orientation of the campus.



Alameda Unified School District
OTIS ELEMENTARY SCHOOL: VICINITY MAP
APRIL 3, 2024

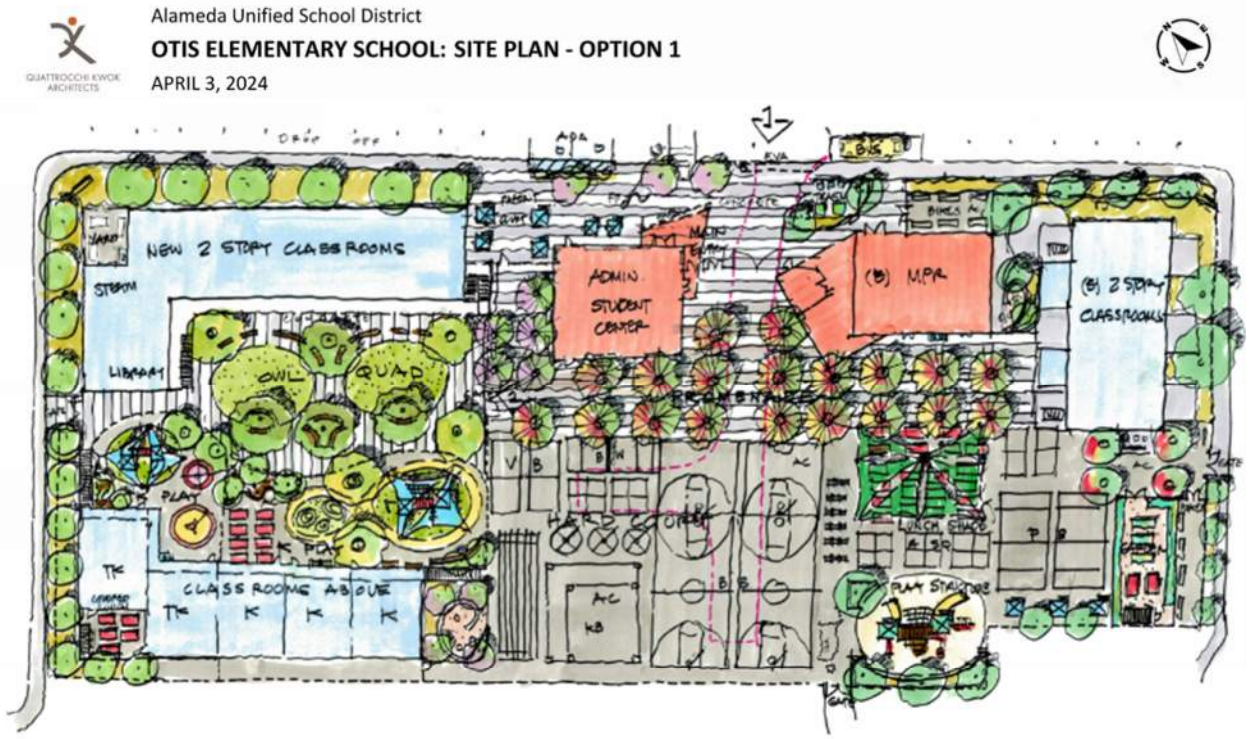
- The Demolition Plan illustrates all buildings outlined in dashed red lines that will be demolished. The buildings shown in grey poche will remain.



Alameda Unified School District
OTIS ELEMENTARY SCHOOL: DEMOLITION PLAN
APRIL 3, 2024

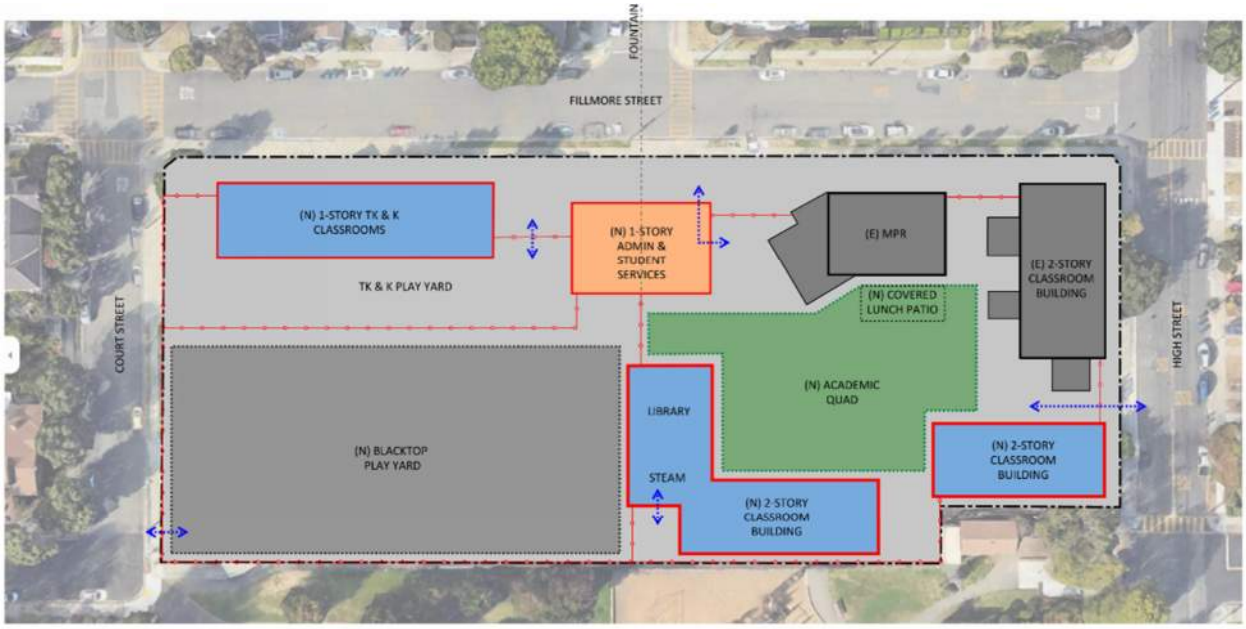
- Site Concept Option 1 Review & Discussion:





- Admin & Student Services building located as central entry access point into campus.
- Two L-shaped 2-story classroom buildings surrounding an academic quad.
  - TK, K and 1st grade classrooms are located on the first floor. The library and STEAM classroom are also on the ground floor. Upper grades classrooms are on the 2nd floor.
  - Academic quad is a connection element to classroom buildings. It has trees for shade, seat walls for gathering, and a place for outdoor learning area.
- A dedicated outdoor play area for TK & Kindergarten is provided adjacent to their classrooms.
- TK & Kindergarten classrooms being close to the upper grades makes it feel part of the "school community" and campus.
- Anna mentioned that the current Kindergarten classrooms have their own toilets and asked if the new Kindergarten classrooms will have their own toilets. Joel replied, "yes they will".
- A large playground with ball courts, game stripings, and play structures are provided for the upper grades.
- A shade structure is provided near the MPR building for eating lunch outdoors and to serve as a covered patio area for informal gathering.

- Site Concept Option 2 Review & Discussion:





- Admin building is centrally located on the campus and serves as a front door.
- Chris commented that the drop-off culture at Otis is parents walks their kids to campus entry and they like to gather and talk to each other in the mornings.
- Two new classroom buildings are located near the existing 2-story classroom buildings.
- A comment was made that grades 1 and 2 must be on the first floor or a separate stair will need to be provided from the upper grades. Mark replied that 1st and 2nd classroom will be on the first floor.
- A single-story TK and Kindergarten classroom building is provided away from the other classroom buildings to give them their own place and identity.
- 1-story building height is more sensitive to the neighbors than a 2-story.
- Esperanza commented that Option 2 feels like TK and Kindergarten is isolated from the rest of the campus. Her preference is to have TK and Kindergarten be a part of the "community". Suggested looking at a way to make TK & K more part of the community.
- Brian commented that he likes the idea of cohesion and having Kindergarten close together with the other grades but is also concerned that this may create an issue of too much density and being on top of each other.

- Anna commented that she likes the idea of grouping the 2-story classroom buildings together and having the play yards close to each other so Kindergarteners can see their upper grade friends.
- Shariq suggests an option of moving Admin building to the northwest corner of the campus and moving Kindergarten towards the east to put them closer to the other classroom buildings. Mark commented that Admin typically likes to be at the center of campus so that they have quick access to all the other buildings and spaces on site.
- Robbie suggests the option of joining admin and library together in lieu of the library being in a classroom building.
- A variety of outdoor spaces are shown for small, medium, and large group gatherings.
- Academic quad as a connection element to the buildings and has its own sense of place. It's a space for both small and large groups to gather. A place where students can hang out instead of at the playground.
- Anna commented that noise from students occupying the academic quad could be a distraction to the adjacent classrooms. Mark replied that trees and softscape in the quad will help dampen noise. Joel added that placing non-loaded spaces to nosier areas and loaded spaces (such as classrooms) further away from the noisy areas is a solution. Consult with an acoustic consultant to design exterior walls with appropriate acoustic treatment is another solution.
- Using the building to screen noise from the playground is a solution that could be implemented to control noise.
- A covered patio area under fabric shade structure is provided for eating lunch outdoors near the existing MPR building.
- A variety of different size outdoor spaces are provided for small, medium and large group gatherings.

Next Steps

- QKA to study an option of possibly putting Admin building at northwest corner of the campus. Start putting the program spaces in the building footprints on the conceptual site plans.
- Schedule another meeting with the group in 2 or 3 weeks to present revisions and an site concept option 3.
- QKA to send copies of the shared site concept options to AUSD and Otis's Principal.
- QKA to distribute meeting notes by email.

End of Notes