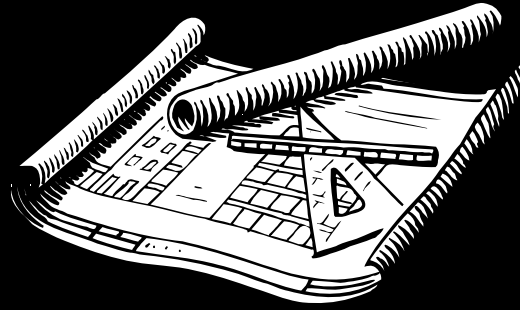




Conceptual Design Teams: Final Report



P G & E Parking Lot – Mike Murphy & Kurt Weidmann

San Leandro High School Library Expansion - Byron Isaac & Roxanne Ansolabehere

Career Technical Education Site Design Teams - Emily Kaplan

Arts Education Center - Judith Cameron & Julianna Sikes

9th Grade Campus - Cindy Cathey & Wendy Ponder

Revised June 26, 2007



It is estimated that the Conceptual Design Teams' contribution will be approximately 30% of the final design.



Composition of Teams

Most teams had community members, teachers, city staff, parents, students and union members serving on the team.

- Community Leaders – 28
 - Business
 - Health Services
 - Arts Community
 - Law Enforcement
 - Lawyers, Engineers, Architects
- Teachers - 24
- Parents – 11
- Neighbors – 9
- Students - 9
- City of San Leandro – 8
- Union - 6





9th Grade Campus Conceptual Design Team



Final Report



9th Grade Campus

Conceptual Design Team Highlights

Five Areas of Focus:

- Exterior Facilities
- Interior Facilities
- Programs
- Safety and Security
- Communication and Collaboration



Facilities - Exterior

- Charette Process
- Location of the buildings to the streets
 - Although the team explored all options, they felt the state, city traffic engineers will conduct an analysis to determine the best option
- Location of the field/open space area
- Building type (two or three stories)
- Location of the office
- Entrances



Facilities - Interior

- Construction (green when possible)
- Location of:
 - Offices
 - Classrooms
 - Media Center
 - Gymnasium/Food Court
 - Meeting places



9th Grade Campus

Conceptual Design Team Highlights

Instructional Program Priorities

- Infuse a world view into the curriculum
- Develop our students as Global Citizens
- Teach skillful social interaction
- Implement an Advisory/homeroom type model
- Take a “no fail math” approach
- Create a culture where you really can be anything you want to be



9th Grade Campus

Conceptual Design Team Highlights

Establish a Specific Link to the 10-12 Campus

- 9th grade and 10-12 grade can't be two separate worlds
- 10 -12th grade campus needs to be ready to receive who will have had a different educational experience (more global)

Create a Welcoming Place for Parents

- Develop an explicit parent outreach plan
- Improve parent access to information (web-based)



9th Grade Campus

Conceptual Design Team Highlights

School-based Wellness Center

- **Multi-disciplinary support team**

Support for Students

- Provide extra time for tutoring/supports
- Expand the use of technology



9th Grade Campus

Conceptual Design Team Highlights

Safety and Security

- Charge the school to develop a well-supervised system for transferring students between the two campuses
- Involve Campus Supervisors early in the design process
- Decorative Iron fencing in line with SLHS' new fences
- Minimize entrances/gates open
- Design campus to maximize student safety and minimize need for cameras



9th Grade Campus

Conceptual Design Team Highlights

Neighborhood Security

- Improve Police Department and district coordination to more effectively respond to incidents
- Zone parking in a neighbor-friendly manner (white zones, and not red zones)
 - Permit parking only if the neighbors request it



9th Grade Campus

Conceptual Design Team Highlights

Communication and Neighbor Relations

- Make it a priority during construction. Maintain thorough communication with the neighbors.
- Consult with Walgreens, businesses and City staff around the design, construction and neighbor needs.
- Be sensitive and mindful. Remember that the neighborhood has recently endured lengthy construction projects for Jefferson, the Science Wing and Palma Plaza.



9th Grade Campus

Conceptual Design Team Highlights

Neighbor Relations

- Promote good neighbor concept among students and staff
- Provide a regular neighborhood forum, students hear voice of neighbors and vice versa
- Ensure students are good citizens
- Solicit feedback from neighbors even after the school is open
- Implement a Keep Our School Clean program with incentives for monitoring trash on campus and in the neighborhood



9th Grade Campus

Conceptual Design Team Highlights

Steering Committee Members:

Eight people stepped forward to serve in this role.

Alan Koizumi and **Ellen Muir** will be representing the work of the 9th Grade Conceptual Design Team on the Steering Committee.

Alternate: James Nguyen



PG&E Parking Lot

Conceptual Design Team Highlights

Lighting

- Shielded from neighbors
- Directed to parking area
- Lower level after hours of use

Fencing

- At parking area & property line
- For security up to 10 feet high climb resistant
- For privacy & sound reduction 6 feet solid
- Possible combined with solid below & fabric above

Security Cameras



PG&E Parking Lot

Conceptual Design Team Highlights

Access

- Additional drop off at SLHS
- Longer entry throat – for stacking cars
- Right turn pocket on Bancroft

Landscaping, site work, & operations

- Select appropriate trees & their locations
- Diagonal parking stalls
- Full length curbs in lieu of wheel stops
- Limit left turns during commute hours
- Lock out access when not in use by site



SLHS Library Expansion Conceptual Design Team Highlights:

Combination of Expansion and Reconfiguration

- Approximately 2,000+ sq ft additional space
- More Seating
 - Increase student time in the library
 - Create additional student seating to accommodate two classes in the library at the same time



SLHS Library Expansion Conceptual Design Team Highlights:

- More Technology
 - Increase student exposure to technology
 - Create a second computer lab in the library
- More Print
 - Increase student access to the literature
 - Create more self space



SLHS Library Expansion Conceptual Design Team Members Transitioning to Steering Committee



- Roxanne Ansolabehere
 - JoEllen Thompson
- Alternate:*
- Melody Tannam



Arts Education Center

Conceptual Design Team





Facilities- Exterior

Aesthetics	Landscaping/ Enhancements	Entryways	Functional Aspects/Security
<ul style="list-style-type: none"> •No square or rectangle building •Arc or semicircle •Non-box is desirable • Efficient- lower costs 	<ul style="list-style-type: none"> •Courtyard with seating •landscaping for receptions, refreshments 	<ul style="list-style-type: none"> •Multiple entrances •Elevation of stage entrance should be the same as the music building for easy access 	<ul style="list-style-type: none"> •Marquee - with Art Theatre design •Box office access- two windows

Maintenance and Sustainability

Management/ Operation	Maintenance	Security	Funding/Budget
<ul style="list-style-type: none"> •Theater director? •Importance of controlling the technical components 	<ul style="list-style-type: none"> •Custodial services •Easy to maintain •Storage for maintenance supplies and equipment 	<ul style="list-style-type: none"> •Security when in use, particularly with large student groups 	<ul style="list-style-type: none"> •Funding sources for managing director, artistic director, maintenance



Facilities- Interior

Performing Environment	Stage Areas	Technology	Aesthetics/ Lobby
<ul style="list-style-type: none"> ● Comfortable seating ● Fly Space ● Wardrobe- need adequate storage space for costumes for productions as well as band, orchestra and choir wardrobe ● Backstage area for sets used in drama productions. ● Include all the necessary curtains and rigging equipment ● Storage for choir risers, choir shell, and piano ● Green room ● 2 catwalks in theatre. 	<ul style="list-style-type: none"> ● Lighting positions, Front of House: 2-3 ceiling with cat-walks, tormentor and balcony positions, two follow-spot positions ● Wood stage- Douglas Fir underlayment, maple or Alaskan cedar surface ● Sound- High quality sound mixing board ● Need ample supply of both standard and wireless microphones ● Crossover- access for actors and musicians from a variety of positions ● Access to stage from Band/Orchestra room ● Orchestra pit - preferable hydraulic, should accommodate at least 40 musicians; be covered, used as additional stage apron when not needed as a pit. OR pit could convert to seating area when not in use ● Stage should be large enough to accommodate 100 seated musicians and full choir behind including choir shell 	<ul style="list-style-type: none"> ● High speed data storage and distribution systems ● Intercom- Closed Circuit TV for stage crew/ performers, audience. 	<ul style="list-style-type: none"> ● Natural lighting ● Easy to clean, low maintenance ● Art Gallery & Lobby - Casework for art or bios ● Box office- preferably with both interior and exterior access ● Surveillance cameras on all areas with valuable equipment.



Program Needs

Music	Drama/Dance	SLAM	Art
<ul style="list-style-type: none"> ● Practice rooms for Music ● Instrument storage independent from classroom (like a walk-in closet) ● Two classrooms for music;vocal and instrumental; good acoustics and soundproofing ● Large and small soundproof practice rooms for sectional and individual use ● Hallway outside music rooms should have lockers for storage of all string instruments ● Storage in classrooms for music library ● Office for the teacher(s) ● Practice rooms need to have windows so that their use can be monitored 	<ul style="list-style-type: none"> ● Male/female dressing rooms with bathrooms attached ● Drama classroom/practice area same size as stage ● Scene shop equipped with appropriate power tools ● Costume storage, prop storage ● Black box for drama. 	<ul style="list-style-type: none"> ● Large classroom for viewing work; large enough to seat at least 60 ● Needs 2 academic classrooms ● A sound stage to shoot video footage; high ceilings, mounted controllable lighting, a green screen, and curtains on a track; sufficient room ● 2 recording studios ● Storage ● Office space for teachers 	<ul style="list-style-type: none"> ● Gallery space



Community Use and Partnerships

School/District	Performance Group	City & Government	Challenges
<ul style="list-style-type: none"> ● School has first priority for use- i.e., High school winter and spring concerts, the high school musical ● The districtwide band concert and orchestra concert; all music students may still need to take place in the gyms at the high school and Bancroft ● Bancroft/Muir Middle Schools programs: Music and Drama 	<ul style="list-style-type: none"> ● Lenny Williams Foundation (Keep Music Rockin') 	<ul style="list-style-type: none"> ● City/Government ● Lecture series ● Partner with ATSE/tech theatre unions; apprentices serve as tech staff? 	<ul style="list-style-type: none"> ● Scheduling ● Fiscal management



Arts Education Conceptual Design Team Members Transitioning to Steering Committee



- Mark Morash
- Chad Pennebaker

(Alan Koizumi was selected
by the 9th Grade Campus
Team)



“Career technical education can make learning come alive for students by making what they learn at school relevant to the real world.... Now we are giving schools an excellent blueprint for how to integrate...rigorous standards into the classroom and develop the relationships to make career technical education successful for 21st century learning.”

— Jack O’Connell, Superintendent of Public Instruction



Career Technical Education (CTE) Site Design Teams

- A parallel process
- Accessing matching funds from the California Department of Education to support facility development
- Industry Lead
- Aligned with State Academic and CTE standards



SLAM Site Design Team Members

Amy Furtado, *Principal*

Linda Granger, *Associate Principal*

Phil Hardgrave, *SLAM Instructor*

Tony Farley, *SLAM Instructor*

Barbara Bradley, *Academy of Art University*

Dan Dillman, *X'zault Media*

Sam Baker, *Expressions College*

Joaquin Alvarado, *San Francisco State, Next Generation Internet*

Donna Bennett, *Electronic Arts*

Kat Evans, *Industrial Light And Magic*

Daniel Campbell, *Pixar Animation Studios*

Scott Boswell, *Bay Area Video*

October Vance, *Cal-State EDD*

Kurt Weidman, *Harris and Associates*

Lisa Ryker, *WLC Architects*

Emily Kaplan, *Grant Writer*



Academy of Business and Finance/Marketing Education (ABF/ME) Site Design Team Members

Amy Furtado, SLHS Principal

Linda Granger, SLHS Associate Principal

Mary Styner, SLHS ABF instructor

Deborah Maynard, SLHS ME Instructor

Irene Fuji, Eden ROP, Superintendent

Karen Huff, Eden ROP, Off Site Program Coordinator

Tom Clark, Dean, Applied Technology and Business

Tom Guarino, Pacific Gas and Electric

Joe McKissack, Merryl Lynch

October Vance, Cal-State EDD

Kurt Weidman, Harris and Associates

Emily Kaplan, Grant Writer



Automotive, Wood, Metal Site Design Team Members

Mitch Hammond, *Industry*

Claire Koenig, *Industry*

John Delgosh, *Industry*

Terry Mikula, *Industry*

Roy Doral, *Industry*

Mike Robertson, *Industry*

Ron Billideau, *Industry*

Shan Rime, *Industry*

Lisa Tuck, *Industry*

Ron Musgrove, *Industry*

Larry Arnold, *Industry*

Joe Vela, *WLC Architects*

Tom Clark, *Chabot College, Dean, Applied Technology and Business*

Amy Furtado, *SLHS Principal*

Linda Granger, *SLHS Associate Principal*



Automotive, Wood, Metal Site Design Team Members *continued*

Andrew Shyers, SLHS Automotive Instructor

JP Frary, SLHS Wood Instructor

Dion D'Amico, SLHS Metal Instructor

Irene Fuji, Eden ROP Superintendent,

Karen Huff, Eden ROP Off Site Program Coordinator

Andrew Slivka, Political Rep., Carpenter Union 713

*Keith Dias, Training Coordinator, Sheet Metal Workers'
Local 104*

*Barry Luboviski, Secretary-Treasurer, of Building and
Construction Trades Council Alameda County*

October Vance, Cal-State EDD

Emily Kaplan, Grant Writer



Accomplished

- ✓ Identify locations of programs
- ✓ Develop Initial Facility Plan for New Building (SLAM)
- ✓ Develop CTE program classroom footprints
- ✓ Identify Modernization activities (Auto, Metal, Wood, and ABF/ME)
- ✓ Identify industry standard equipment to be purchased



In the process of:

- Finalizing Individual CTE Program Budgets
- Completing CTE Plan for 1d Grants
- Developing Schematic Drawings



SLHS Measure B Steering Committee

- 8-9 people - SLHS site staff designated by Amy Furtado
- 1-2 people - SLUSD Educational Services representatives designated by Cindy Cathey
- 4-8 people (maximum is 2 from each) from the Conceptual Design Committees
- SLHS Administration (Principal) – Amy Furtado
- SLUSD Bond Director - Michael Murphy
- Technical Team - Architects representatives – WLC and AEDIS (as needed)
- Technical Team - Program/project manager - Harris & Associates

Note: Seeking City Staff Representation



Steering Committee Purpose

- Review the input from the Conceptual Design Teams
 - Meeting minutes
 - Supporting documents and research
 - Photographs and drawings
- Provide input and feedback to the architects and builders
- Ensure the cohesiveness of the work
- Finalize program goals re: curriculum, instruction, and climate
- Monitor the design at critical milestones as outlined in the Master Schedule
- Meeting notes from steering committee meetings will be posted on SLUSD web site