

An aerial photograph of a school campus is the background. Overlaid on the image are several items: a roll of yellow paper on the left, a black pen, a red pen, and a blue Sharpie marker. In the bottom right corner, there is a sheet of stickers with various symbols like hearts, stars, and circles, some containing the text 'NEEDS IMPROVEMENT' and 'CAMPUS'.

LAKE ELEMENTARY SCHOOL 2015 MASTER PLAN

West Contra Costa Unified School District

FEBRUARY 2015



LAKE SCHOOL

EXIT

2700 11TH ST

WARNING
DISRUPTIVE CONDUCT

DISTRICT NOTICE: WARNING

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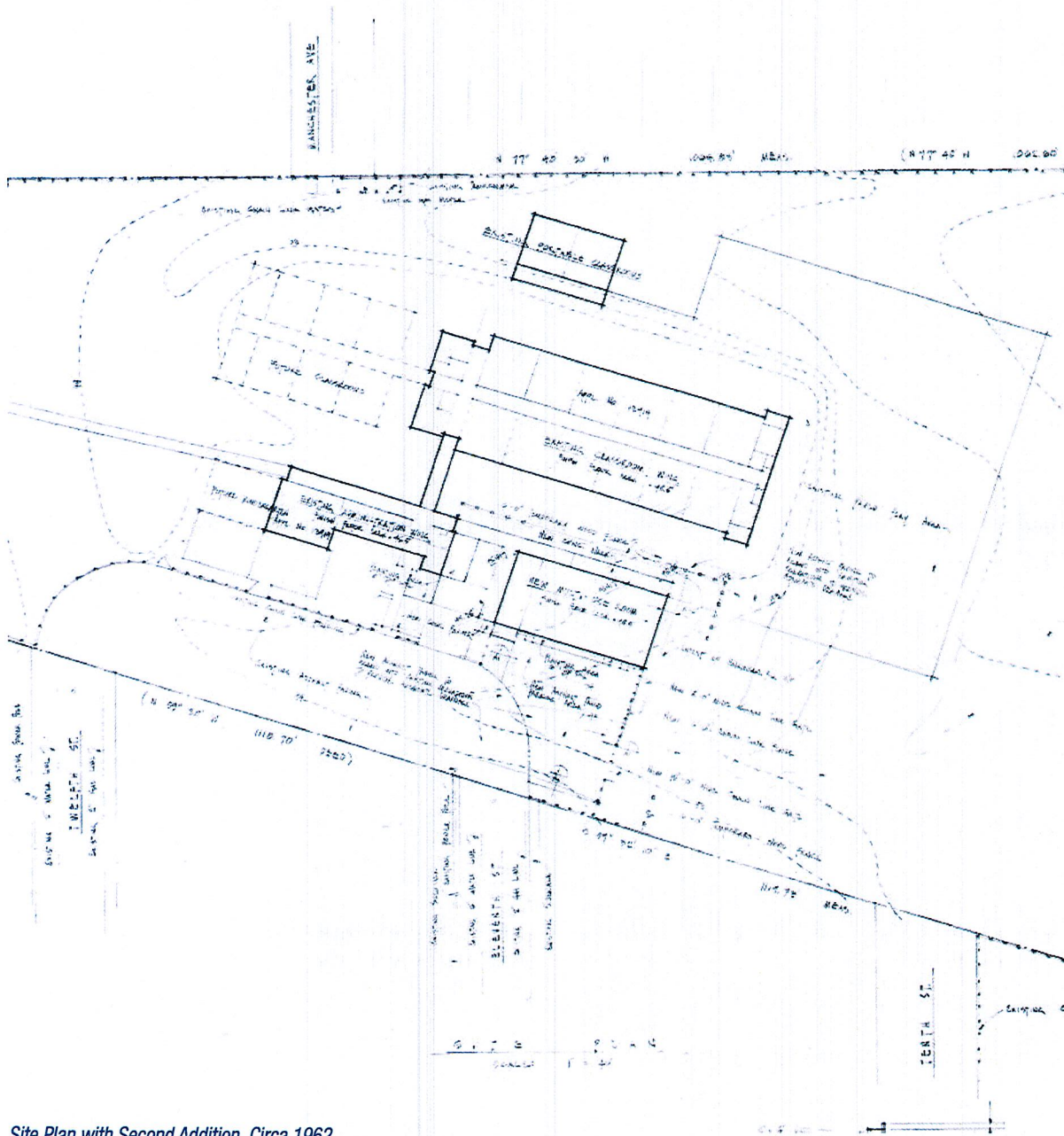
HMC Architects
WCCUSD Facilities Planning and Construction
SGI Construction Management
Carducci & Associates, *Landscape Architects*
Clark Civil Engineering
Fehr & Peers, *Traffic Engineering*
J Majors & Associates, *Public Outreach*



TABLE OF CONTENTS

SECTION 1	INTRODUCTION	SECTION 3	PROGRAM	SECTION 5	RECOMMENDED APPROACH
Executive Summary	1.2	Programmed Building Area Diagram	3.2	Proposed First Floor Site Plan	5.2
Campus Context	1.3	Program	3.3	Proposed Second Floor Site Plan	5.3
Reference Documents	1.4			Recommended Approach	5.4
				Phasing/Interim Housing	5.10
				Project Budget	5.10

SECTION 2	EXISTING CONDITIONS	SECTION 4	PLANNING PROCESS	SECTION 6	APPENDIX
Site Assessment & Analysis	2.2	Participation	4.2	Preliminary Space Needs Program	
Existing Site Plan	2.3	Site, Community, and City of San Pablo Meetings	4.3	/ Administration	6.2
Site Analysis Diagram	2.4			/ Academic Spaces	6.4
				/ Multipurpose Building	6.5
				/ Library/Media Center	6.6
				/ Maintenance/Support	6.7
				/ Shared Use/Community Facilities	6.8



Site Plan with Second Addition, Circa 1962

EXECUTIVE SUMMARY

Lake Elementary School is an existing K-6 campus within the West Contra Costa Unified School District (WCCUSD). The campus is 9.89 acres in area.

Lake Elementary School has resided in its current location since the 1950s and served a total population of 430 students as of the 2013/2014 school year. The school also provides accommodation for before/after-school care programs for over 100 students. A no-longer operating Head Start preschool program was also previously housed on this site. Those buildings are not currently in use.

The site is bordered on north, east, and south sides by residential neighborhoods. Giant Road defines the campus' western edge. Railroad tracks and light industrial uses occupy the land across Giant Road. Following a successful 2011 campaign to "SAVE LAKE" and keep it open in the face of possible closure, WCCUSD and the local community have a renewed commitment to this neighborhood school.

This commitment includes plans to design and build a new campus at this site to replace the existing 47 to 60 year old buildings. The new campus has been planned to accommodate a 10% increase in enrollment, or 476 K-6 students.

CAMPUS CONTEXT

Development History

Construction drawings for the original Lake Elementary School date from November 1955 and were prepared by Schmidts & Hardman Architects of Berkeley, California. The initial campus was composed of two buildings: an Administration/Kindergarten building and a General Classroom building.

Subsequent construction drawings in May 1962 by Schachtman & Velikonja of Vallejo, California include a Multipurpose Building located west of the Administration/Kindergarten building. At this time, “existing” portable classrooms were already shown south of the General Classroom building.

Additional portable classroom buildings – as well as the “pod building” – by Barbachano Ivanitski and Associates Architects of El Cerrito, California are dated 1968.

A renovation for some of the restrooms was completed in 2013.

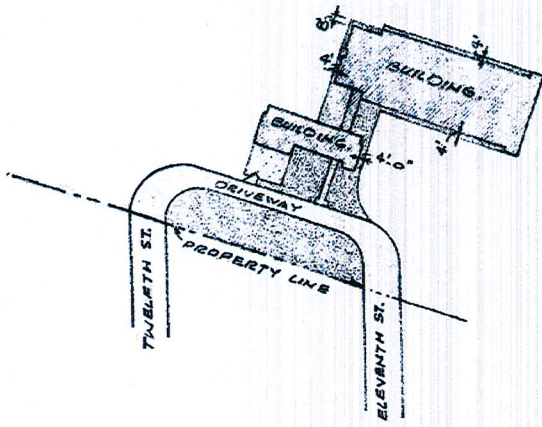
Faced with Possible Closure

In 2009 and 2010, the school board made the difficult decision to close several WCCUSD schools for financial reasons, including Lake Elementary School on the list of possible sites for closure.

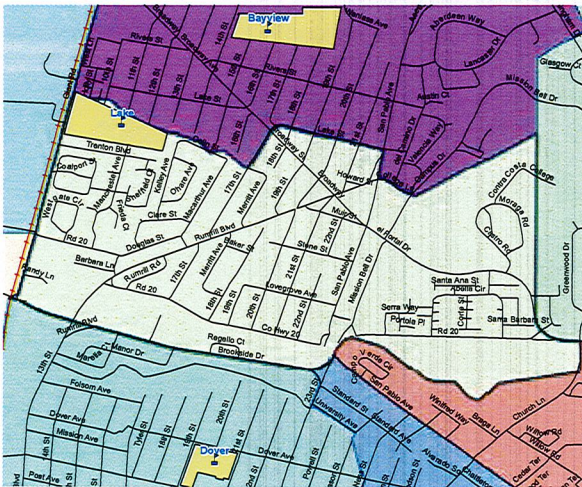
The school community and local neighborhood conducted a successful “SAVE LAKE” campaign that resulted in the school board electing to maintain Lake Elementary as a neighborhood school. Since then, WCCUSD and the local community have renewed their commitment to this neighborhood school.

Enrollment Area Issues

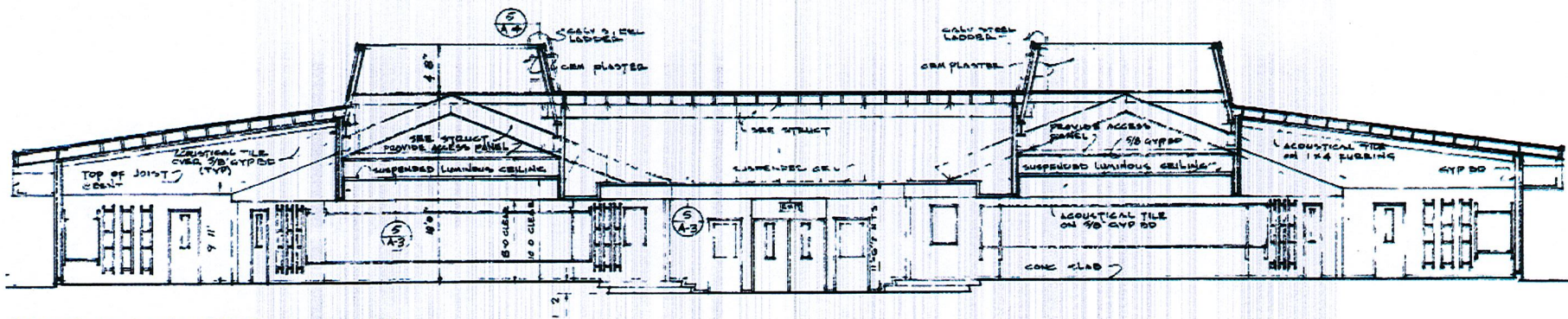
The official WCCUSD enrollment map shows that the enrollment area served by the Lake Elementary School is to the south and east of campus, yet the campus entry is on the northern edge of the campus, which, given the unusual configuration of neighborhood streets, requires many attendees to trek significant distances through other neighborhoods to get to Lake Elementary School’s front door. This attendance boundary configuration combined with the site’s limited street frontage turned out to present one of the biggest design challenges for this site. Once the access, parking, and drop-off components were resolved, the rest of the planning committees’ goals were relatively easy to achieve.



Original Site Diagram of First Two Campus Buildings, Circa 1955



Enrollment area for Lake Elementary School shown in light green



Original Section Drawing of Pod Building, Circa 1968

REFERENCE DOCUMENTS

The following documents were referenced during the Master Planning process:

- *Attendance Area Map for Lake Elementary School*, prepared by West Contra Costa Unified School District, GIS, and Demographics Office, dated July 2013
- *Circulation Assessment for Lake Elementary School*, prepared by Fehr & Peers, dated October 23, 2014
- *Community Schools Initiative*, prepared by the City of San Pablo
- *District-Wide Student Population Projections by Residence for Fall 2013-Fall 2021*, prepared by Davis Demographics & Planning, dated April 23, 2013
- *Educational Specification & Master Plan Space Program for West Contra Costa Unified School District*, prepared by WLC Architects, dated July 2011
- *Enrollment Map for Lake Elementary School*, prepared by Davis Demographics & Planning
- *Flood Plain Map*, referenced from Federal Emergency Management Agency (FEMA) Flood Map Service Center at www.fema.gov
- *General Plan 2030*, prepared by the City of San Pablo, dated April 2011
- *Growth Academic Performance Index (API) Report for Lake Elementary School*, referenced from the California Department of Education at cde.ca.gov, dated 2012
- *Master Product List for West Contra Costa Unified School District*, dated May 2013
- *School Accountability Report Card (SARC) for Lake Elementary School*, dated 2011-2012
- *Parcel Maps*, referenced from Contra Costa County Mapping Information Center at www.ccmapping.us
- *Preliminary Needs Assessment for Lake Elementary School (Initial Draft)*, dated January 2013
- *Soccer Field Diagram*, prepared by the National Federation of State High School Associations, dated 2014-2015
- *Sun Path Analysis*, referenced from SunCalc at www.suncalc.net
- *Title Report for Lake Elementary School*, prepared by First American Title Company, dated November 25, 2013
- *Topographic Survey for Lake Elementary School*, prepared by Clark Civil Engineering
- *Wind Rose Data for San Francisco area*, referenced from the U.S. Department of Agriculture National Water and Climate Center at www.wcc.nrcs.usda.gov

SITE ASSESSMENT & ANALYSIS

Overall Need

The first buildings at Lake Elementary School were built almost 60 years ago. Due to deferred maintenance and disinvestment over the years, the facilities have aged increasingly throughout the years. Combining this with changes in teaching and learning methods, and it becomes very clear that the campus facilities do not meet the standards for school construction set by the WCCUSD. The campus buildings are likely to contain hazardous materials, fail to meet the provisions of the Americans with Disabilities Act, and offer security, air quality, infrastructure, and other challenges. Due to their age and non-conformance with current codes, these buildings would be difficult – and costly – to renovate. A preliminary needs assessment recommended that the structures be demolished and replaced with a new school campus that can both update the campus as a whole and address the educational shortcomings of these facilities.

Despite significant deficiencies, Lake Elementary School appears to be a cheerful, welcoming community, valued by its neighbors. The staff has been working with substandard facilities and equipment, but works mightily to serve their students. This community support and staff involvement makes Lake Elementary an excellent candidate for a bright future.

Campus Approach

Primary vehicular access to the school site is from the north, on 11th and 12th Streets. The streets link up on campus to form a loop that leads through the vehicular circulation zone, drop-off area, and parking lot. The drop-off zone is not adequately separated from the parking spaces, which are insufficient in number and inadequately marked. This leads to congestion, frustration, and potentially dangerous situations during peak pick-up and drop-off times.

This is further complicated because the primary pedestrian approaches to campus are also along 11th and 12th Streets. The sidewalks on these streets end abruptly at the campus property line leaving pedestrians with no clear path to the campus' main points of entry.

Secondary community gateways are located to the south, formally served by a pedestrian walkway extending from Trenton Boulevard at Manchester Avenue. Currently, the south gate is open during school-day morning arrival times only; during other times, the gate is controlled to direct pedestrian circulation around to the north entry to maximize supervision of campus access.

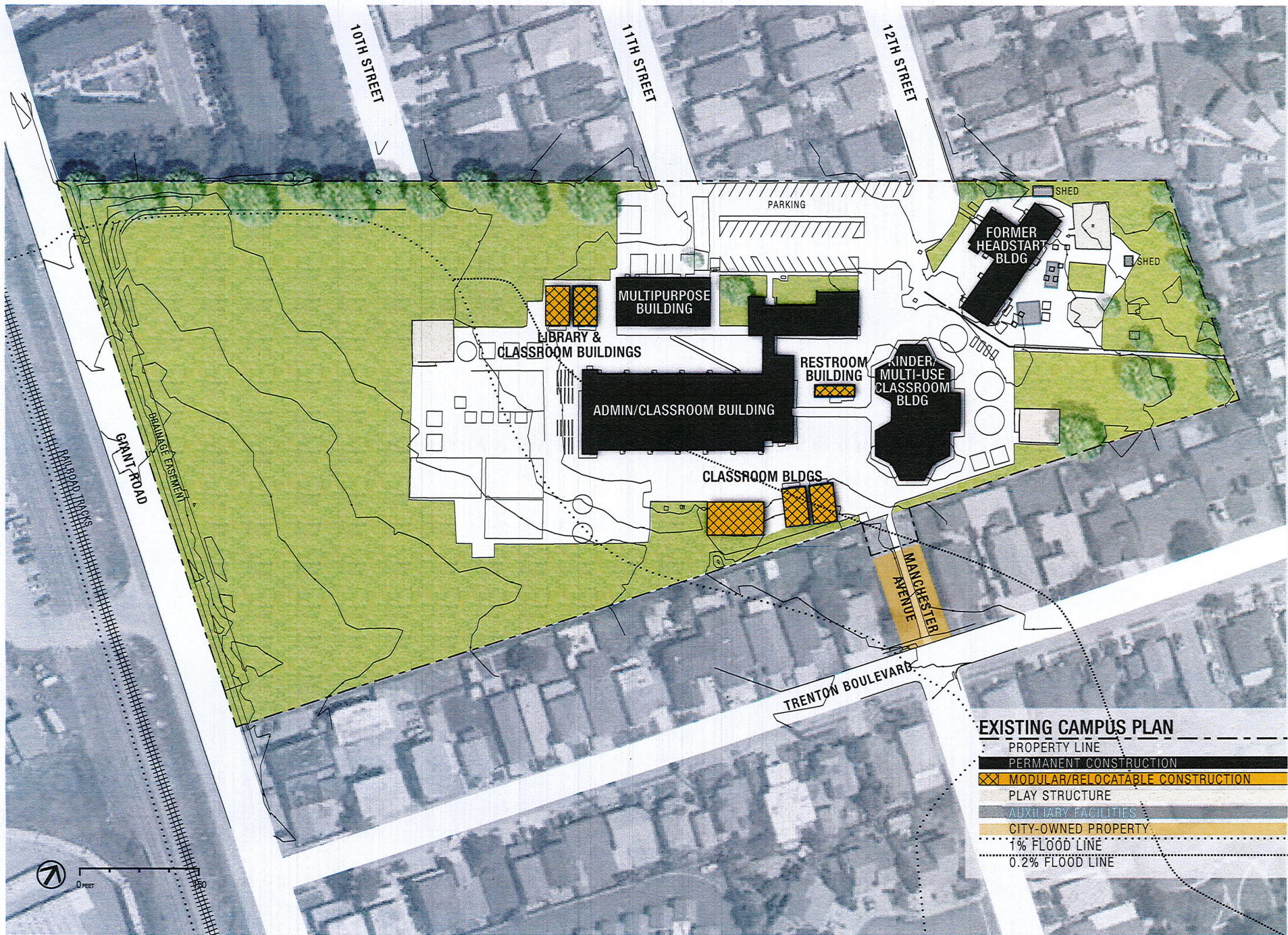
There is an informal pedestrian approach from Kelley Avenue, but it is a narrow and unimproved

path crossing property not owned by WCCUSD. Since the District does not own the property, the District cannot make improvements to this area. Without the ability to provide lighting, landscaping, or security, WCCUSD does not consider continuing use of this path as a viable means of site access for the future.

Site Features

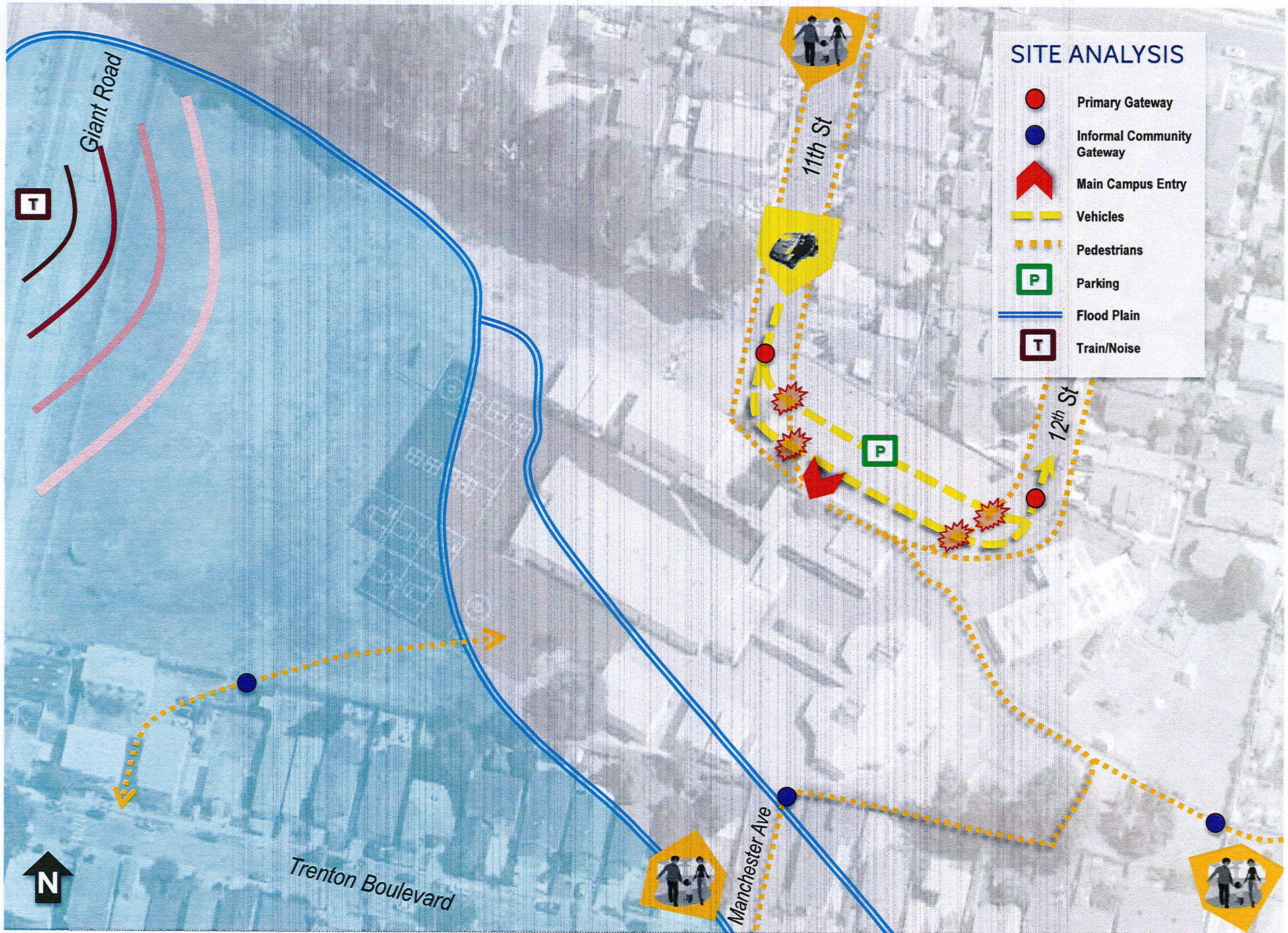
According to the Federal Emergency Management Agency (FEMA) maps, a portion of the site – at the western end – falls in the 100-year flood zone, and a slightly larger portion falls in the 500-year flood zone. Only a small portion of the campus' built space falls within the flood zone(s); the majority of the flood-prone area is occupied by the field and hardscape play areas. While it is not advisable to site new buildings within this area, mitigating measures may be considered if proposed new structures are located in this area.

Giant Road, a major industrial arterial road in the City of San Pablo, borders the western edge of the site. In addition, BNSF Railway freight train tracks run alongside Giant Road across the street from the school site. Light industrial uses occupy the land to the west of the railroad tracks. All of these influences bring noise and air pollution impacts to the school, as well as traffic safety concerns.



EXISTING CAMPUS PLAN

---	PROPERTY LINE
█	PERMANENT CONSTRUCTION
▨	MODULAR/RELOCATABLE CONSTRUCTION
○	PLAY STRUCTURE
▭	AUXILIARY FACILITIES
▭	CITY-OWNED PROPERTY
⋯	1% FLOOD LINE
⋯	0.2% FLOOD LINE



PROGRAMMED BUILDING AREA

Administration

administración

- Lobby
- Reception
- Principal's Office
- Conference Room
- Multi-Use Office
- Psychology Office
- Health Station
- Staff Lounge
- Staff Prep Room
- Community/Parent Room
- Book Room
- Records/Storage
- Staff Restrooms
- Timeout

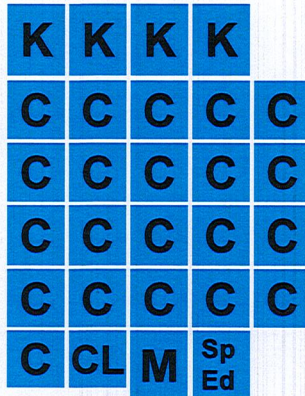


4,964 GSF

Academic

espacios académicos

- Kindergarten
- Classrooms with Restrooms, Teacher Prep Rooms & Storage
- Typical Classrooms
- Small Group Rooms
- Computer Lab
- Multi-Use Classroom
- Special Education Learning Center Suite
- Speech Therapy



32,610 GSF

Multipurpose

edificio de usos múltiples

- Multipurpose Room
- Stage
- Stage Storage
- Table/Chair Storage
- Public Restrooms
- Kitchen
- Community Kitchen



7,470 GSF

Library/ Media Center

biblioteca

- Reading Room
- Stacks
- Story Alcove
- Circulation Desk
- Prep Room/Storage
- Secure Storage Room



2,692 GSF

Maintenance /Support

mantenimiento

- Central Custodial Storage
- Custodial Closet
- Storage Room
- Telephone/Auxiliary Room
- Satellite Electrical Room
- Restrooms



1,815 GSF

Shared-Use /Community

instalaciones comunitarias

- TBD



3,080 GSF

PROGRAM

WCCUSD provided the master planning team with a detailed Educational Specification & Master Plan Space Program, dated July 2011, on which this plan is based. The Program:

- outlines all of the spaces that should be included in a new elementary school
- defines the function(s) each space is to accommodate
- specifies the desired square footage for each outlined space

This plan conforms to the standards identified in that document. The program elements, along with graphic representations of their relative sizes are illustrated in the table to the left.

In December of 2013, Lake Elementary School's enrollment was 430 students. WCCUSD representatives directed the master planning team to plan the new Lake Elementary School to accommodate a 10% increase in enrollment. When applied at each grade level, this results in a student capacity target of 476 students.

At that time, the site did not yet host a Transitional Kindergarten (TK) program, but the master planning team was directed to plan for one TK classroom, as it was anticipated the school would begin hosting a TK program in the near future.

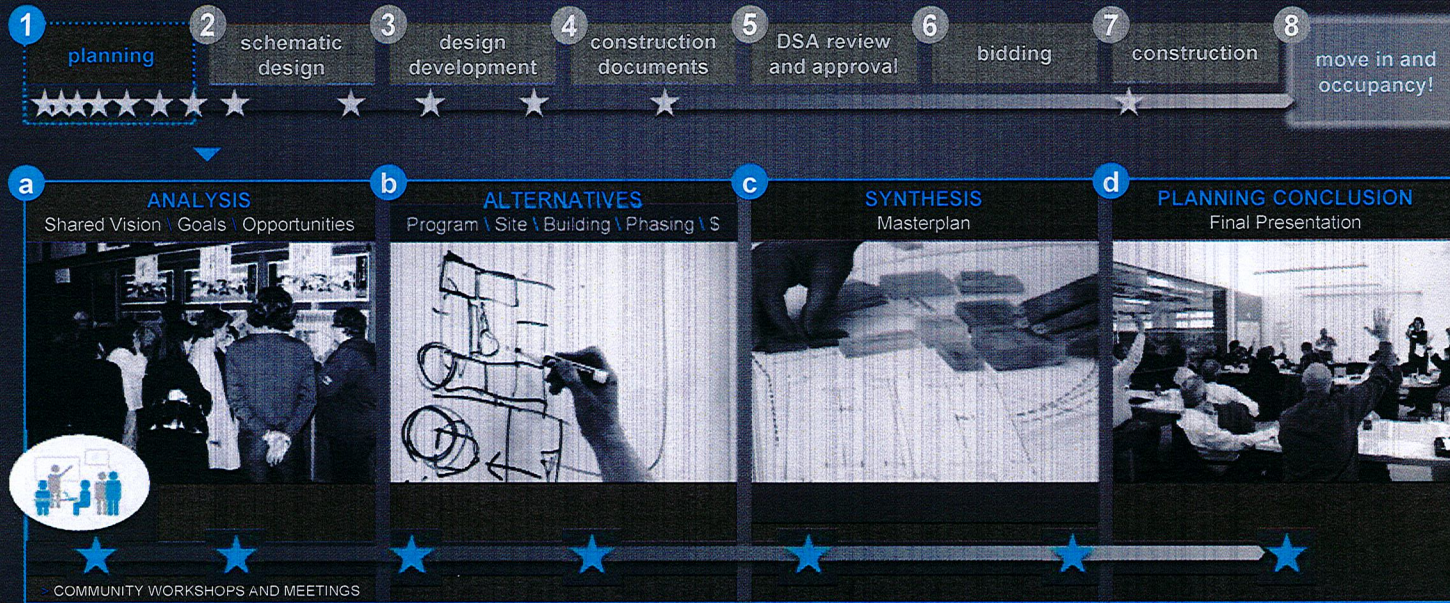
GRADE LEVEL	TK	K	1	2	3	4	5	6	TOTALS
CURRENT ENROLLMENT									
As of 12/6/2013 per District Active Enrollment Spreadsheet provided by Principal Surgers	-	52	68	72	74	59	47	58	430
x 10% INCREASE									
in enrollment per WCCUSD direction	-	58	75	80	82	65	52	64	473
/ CLASSROOM SIZE FACTOR									
24 to 1 for grades K-3 and 25 to 1 for grades 4-6 (per LCFF and CDE respectively)	-	3	4	4	4	3	3	3	24
+ 1 TK									
Site did not have a TK in 2013. WCCUSD requested planning the inclusion of 1 TK Classroom to be similar to Kindergarten Classroom.	1	-	-	-	-	-	-	-	1
# OF CLASSROOMS PROGRAMMED	1	3	4	4	4	3	3	3	25

By the start of the 2020-2021 academic year, class size must be down to a site-wide average of no more than 24 students for Kindergarten (K) through third grade in order for a district to receive its full complement of Local Control Funding Formula monies. With this in mind, the master planning team used 24 as the classroom loading standard for those grades. The California Department of Education (CDE) uses a standard

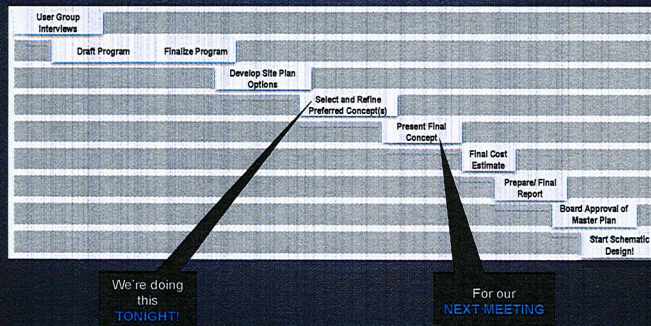
of 25 students for each elementary grade level classrooms so we used 25 as the classroom loading standard for grades four through six. The table above illustrates the calculations resulting in the need for four classrooms for each grade level in the K/TK through third grade levels and three classrooms for each grade level in the fourth through sixth grade levels.

COLLABORATIVE PROCESS

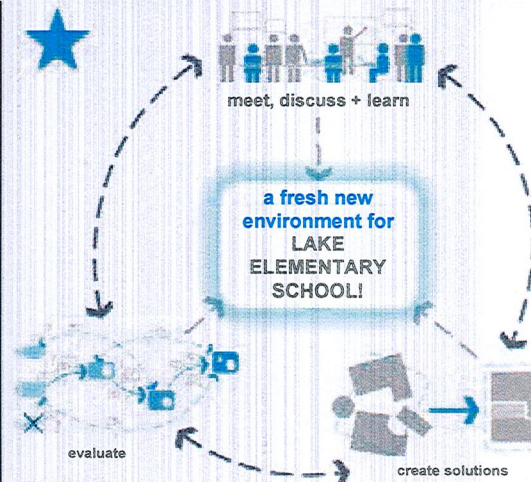
GETTING FROM HERE TO THERE



Site Planning Process *proceso de planificación del sitio*



Presentation slides from various meetings



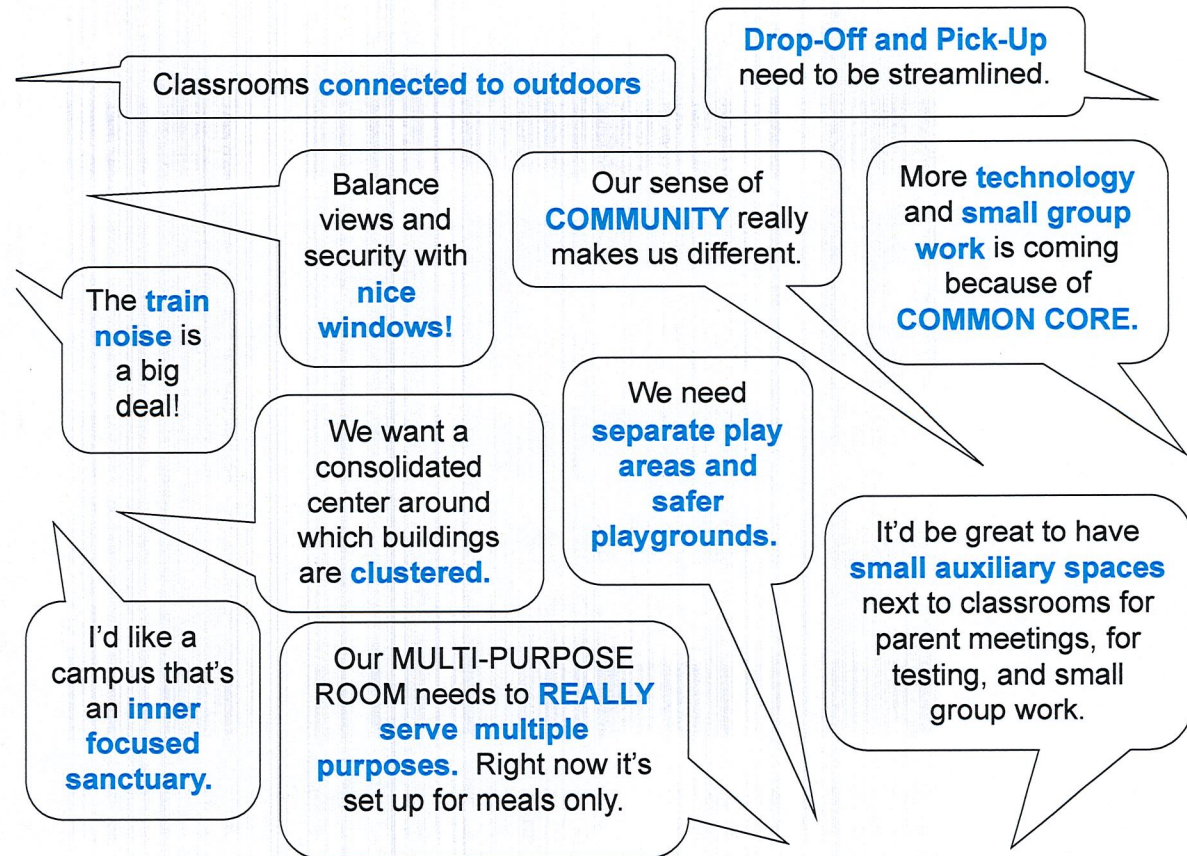
PARTICIPATION

The planning process was designed to be inclusive. A multi-level system involving stakeholder representatives from administration, faculty, staff, parents, and community members was established with meetings alternating between Site Committee meetings and Community Workshops.

Planning for the replacement campus at Lake Elementary School began in 2013 with two kick-off meetings with the school community: one in late spring to get people thinking about their vision and another in the fall to learn about Lake Elementary School's community's priorities. Community Workshops began in September of 2013 and included multiple work sessions.

A subsequent series of meetings were held at regular intervals to focus on goal-setting, programming, site planning, and developing a preferred site plan concept. Site Committee meetings and Community Workshops were graphically recorded to visually capture the interactive discussions. These graphic recordings are shown on the following pages.

Programming meetings were held with specific user groups to identify specific campus needs and preferred adjacencies.



User group input

Several workshops were conducted with the entire faculty to identify day-to-day campus concerns and issues that, when addressed, would improve operational effectiveness and create a sense of campus cohesion.

In addition, two meetings were held with representatives from the City of San Pablo to review proposed traffic and pedestrian access improvements and to discuss possible safety upgrades for the site.

These meetings are documented in greater detail in the following pages.



MAY 21, 2013 //
PROJECT KICK-OFF MEETING - SITE COMMITTEE

This meeting was held as an introduction to – and overview of – the master planning effort. A WCCUSD district representative set the context for the project, sharing that enough bonds have been sold to begin the design process for Lake Elementary School’s replacement campus. The design, documentation, and construction process could take 4-5 years to complete.

After discussion of the process, the site committee was assigned “homework” to accomplish over the summer. Committee members were asked to: reflect on educational philosophy; visit other schools and identify elements to incorporate into this project; research case study projects on the internet; and brainstorm ways to engage and include students in the planning and design process. Pertinent issues identified at this meeting included: site access, parking, and safety.

At the conclusion of this meeting, the project went on hiatus for the summer, with a restart scheduled for the fall when faculty and staff would be fully available to engage in the process.



Meeting Photos

Date: October 2, 2013
Attendees: Upper Grade Teachers Marry Morris, HMC
 Principal Brenda Surgers Karen Chan, HMC
Location: Lake Elementary School
Project Name: Lake Elementary School Replacement
Project #: 3346011000

Upper Grade User Group Meeting for New Campus Planning

1. **Introductions/Sign-In**
2. **Purpose of Meeting**
 - Planning process update
 - Planning process next steps
 - Goal: Vision for the future of Lake Elementary School
 - Yes, think about what you have/do now
 - But think about what you *could* do if the facility supported you
3. **Discussion of Various Lake Elementary School Elements – from an Upper Grades Perspective**
 - Approach to campus
 - Classroom clustering by grade level
 - Need for shared spaces? Team teaching? Small group areas?
 - Single story vs. multiple story, noting that older children wind up on upper floors
 - Internal vs. external circulation
 - Use of/need for Computer Labs?
 - Changes anticipated as a result of adoption of Common core?
 - Outdoor learning opportunities
 - Do you take advantage of them now?
 - How would you like to be able to use such facilities/
 - Use of and access to Multipurpose Building
 - How do you use it now?
 - How would you like to be able to use such a facility?
 - Use of and access to Library/Media Center
 - How do you use it now?
 - How do you see that changing as technology becomes more integrated?
 - Playground, fields, and play structures
4. **Summarize Key Points**
5. **Define Action/Follow-up Items**

OCTOBER 2, 9, & 18, 2013 //
USER GROUP MEETINGS

Over the course of three days in October, HMC Architects met with each of the identified campus user groups. These included:

- October 2:
- Upper grade teachers
- October 9:
- Primary grade teachers
 - Site administrative staff
- October 18th:
- Special Education teachers
 - Custodial staff

With each group, the architects reviewed the master planning process and the group members' role in it. Participants were then asked to weigh in on aspects of the current Lake facility that worked well – and to identify those that did not. They were also asked to think about how their new school could better support them in their efforts to educate the Lake Elementary School students.

Topics of particular discussion ranged from the approach(es) to campus – for both pedestrians and for vehicles – as well as parking and drop-off, to the need for shared instructional spaces and small group rooms, to the use of shared facilities such as the Library, Multipurpose Building, and Computer Labs, to the availability of outdoor learning opportunities. The topics of multi-floor vs. single floor construction and internal vs. exterior circulation were also discussed as were any changes to learning activities anticipated with the advent of Common Core.

The information from each group was recorded and factored into the site planning options that were then developed.

Agenda



Graphic Recording

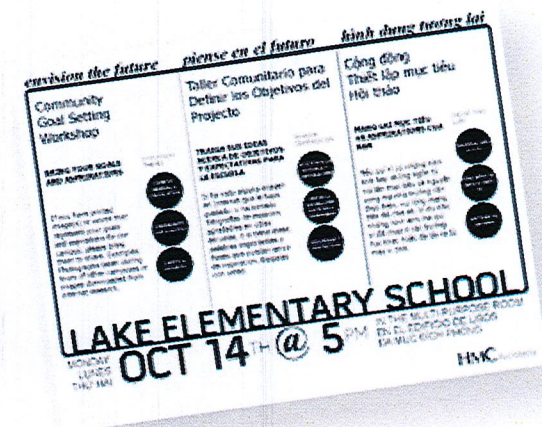
OCTOBER 14, 2013 // COMMUNITY WORKSHOP

In an effort to be as inclusive as possible, HMC assisted with flyer translation – into three languages this time – and, once again, provided real-time Spanish translation.

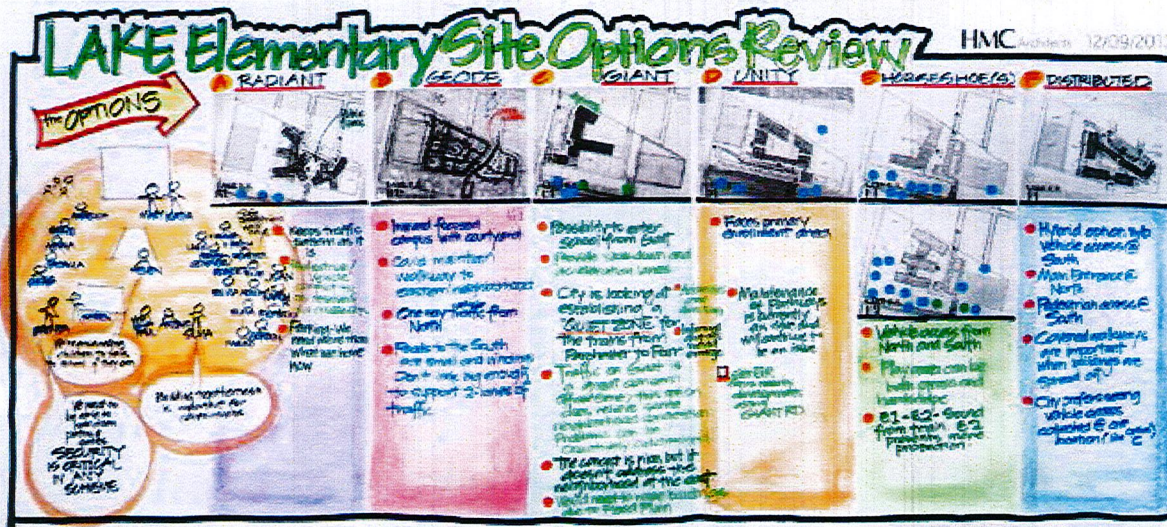
This session focused on the qualitative elements of a school: joy, growth, beauty, health, and the future.

Topics discussed include: places for group gatherings of various sizes; places where students can be excited and stimulated; opportunities to be interactive; a sense of security; resources that are easily accessible to students; a library/media center at the center of the school; hands-on activities; outdoor amenities available to the community after school hours and on weekends; outdoor educational areas; integration of art in the building design; greenery; water stations; and a walkable campus.

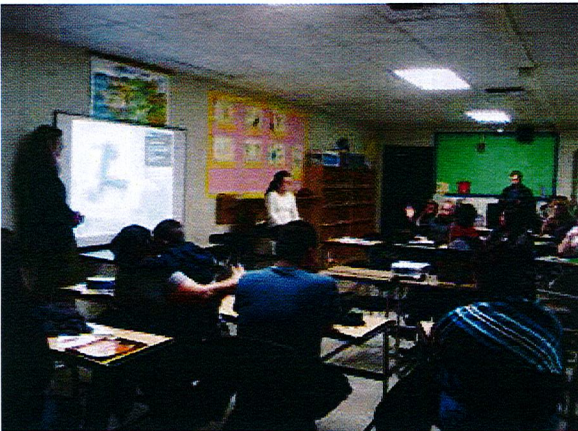
This meeting also included discussion of a large group of sample imagery representing schools from all over the world. Meeting attendees used sticky notes to identify the types of spaces they preferred and hoped to see incorporated into their new school.



Trilingual Meeting Flyer



Graphic Recording



Meeting Photo



Meeting Photo

DECEMBER 9, 2013 //
SITE COMMITTEE

HMC Architects brought site plans illustrating seven different options to this meeting with the intent of helping members of the Site Committee to explore different ways to organize the new buildings and the vehicular and pedestrian circulation on the site. After a presentation on – and discussion of – each option’s benefits and drawbacks, committee participants used blue dot stickers to identify their preferred option.

This graphic representation of preference engendered further discussion among the group, and HMC Architects left the meeting with two options identified for further refinement and a good sense of what the committee members hoped to accomplish with the new campus layout.

DECEMBER 18, 2013 // FACULTY/STAFF USER MEETING

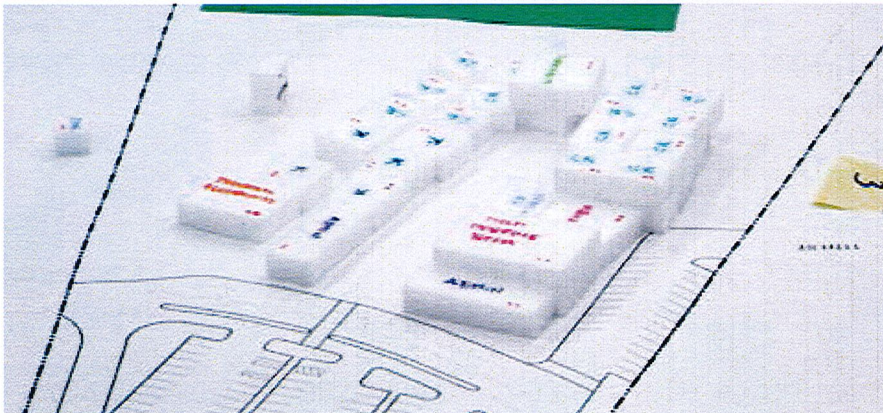
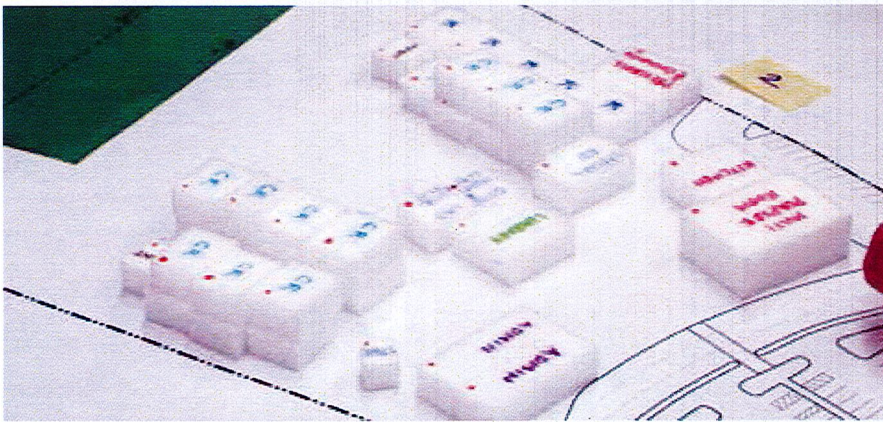
Shortly after the Site Committee meeting at which the seven conceptual plans were reviewed, HMC Architects reviewed those same seven plans with the full site staff. After discussion of each option's pros and cons, the staff used red sticky dots to identify their preferred options.

A common theme between the options preferred by the overall Site Committee and those preferred by the Lake site staff was the clarity of the vehicular circulation with vehicles entering via 11th Street on the north side of the campus and exiting to the south via the currently undeveloped Manchester Street "tongue." All three of these options bisected the site, clearly separating vehicular circulation from the part of the campus dedicated to serving students. Ultimately, those schemes that included the playfield on the campus side – rather than on the far side – of the parking and drop-off zone were preferred because the playfield would then be more easily accessible to students during the school day.

There was also discussion at this meeting of single-story vs. two-story construction during which the site staff indicated an initial preference for a single-story campus.



Graphic Recording



Styrofoam block models of Options 1, 2, and 3

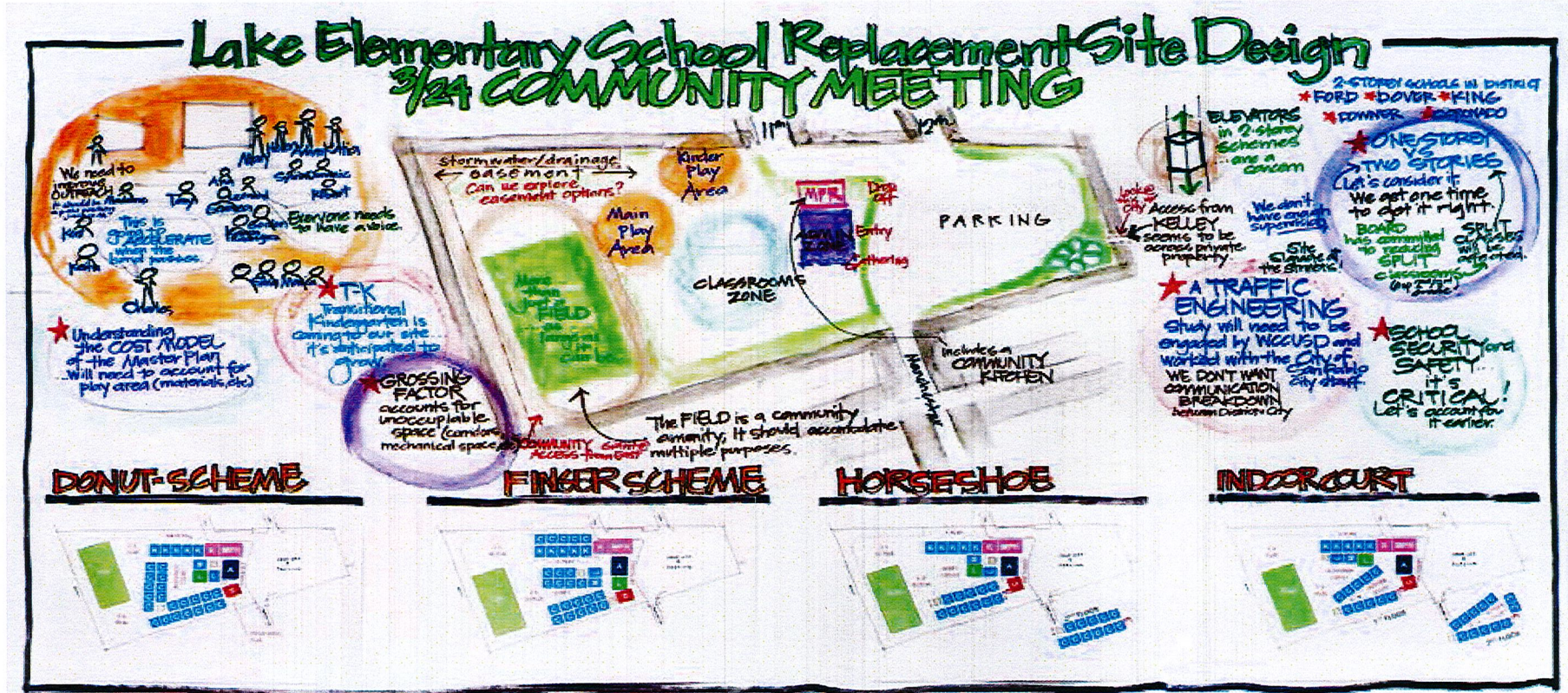
**FEBRUARY 26, 2014 /
FACULTY/STAFF USER MEETING**

With the clarity of the vehicular circulation pattern affirmed, the master planning team began to tackle possible building layouts. At this meeting, after some discussion of the overarching goals for – and the challenges of – developing a campus layout, the group broke into 3 smaller groups. Each group was provided with a to-scale site plan and a collection of foam blocks representing the needed program elements. HMC Architects showed some sample layouts as inspiration and charged the groups with proposing conceptual site plans. Each group then shared their plan with the larger group, outlining what their team had proposed and why. The results are illustrated in the photos to the left.

It is worthy of note that each group's resulting plan showed at least a portion of the site as two-story construction. Other notable similarities among the plans included:

- Administration Building front and center with a clear view of the parking lot and supervision over the campus main entry
- Multipurpose Building readily accessible from the parking lot and delivery zones to allow easy access at morning drop-off and afternoon/evening pick-up for the site's Before and After School Care program, as well as for performances, public meetings, and deliveries.
- Classrooms arranged in either a u-shape or a rectangle to form one or more enclosed/semi-enclosed courtyards
- Library/Media Center in a central location, with all classrooms relatively equidistant

At the conclusion of this meeting, some clear campus planning concepts had begun to gel, and HMC then worked to refine these ideas.



Graphic Recording

MARCH 24, 2014
COMMUNITY MEETING

At this meeting, HMC reviewed the process to date, shared and validated what we had learned, and presented four schemes illustrating variation on the previously agreed-upon planning concepts for review and comment. Discussion at the meeting focused on: confirming the program elements, arranging the buildings to promote security and safety, and allowing public access to the soccer field on weekends and evenings while maintaining the ability to secure the campus. Determining whether a two-story or a single-story plan would make more sense was also discussed with the pros and cons of both possibilities reviewed. And we began to hear inklings of community dissatisfaction with directing additional vehicular traffic onto Trenton and Manchester Streets, which are narrow residential streets that currently see only limited school-related traffic.

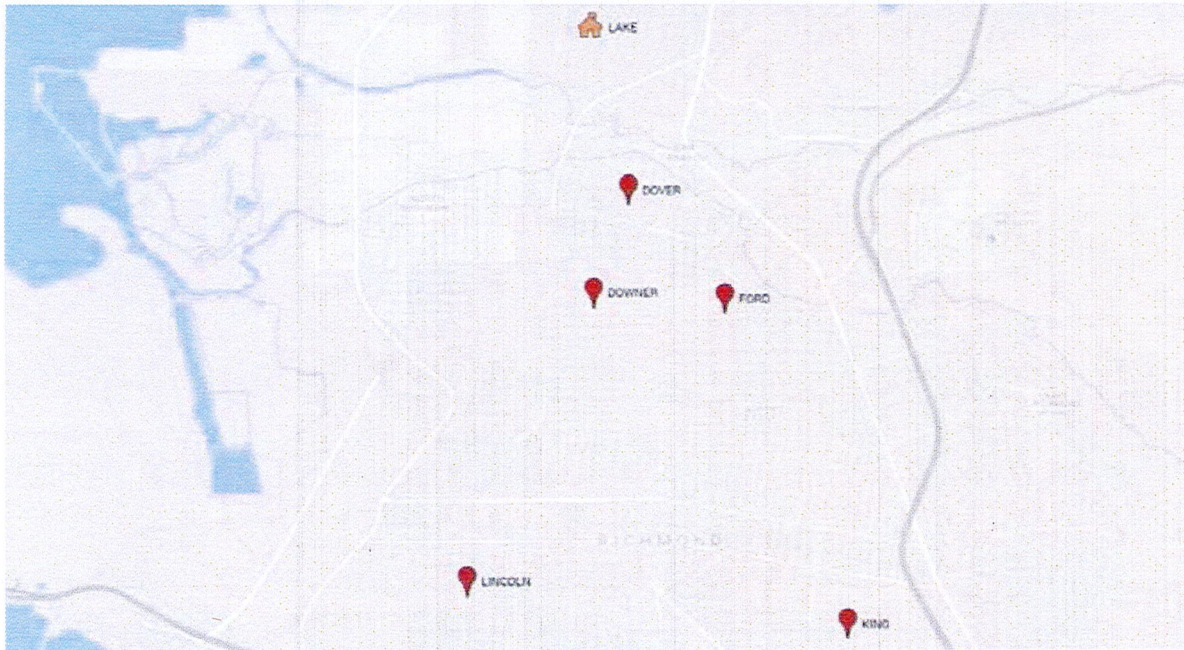
Since attendance at this meeting was relatively light, no decisions were reached. The group also brainstormed mechanisms for increasing community attendance at future meetings.

MAY 14, 2014
 FACULTY/STAFF USER MEETING

Discussion of single-story vs. two-story construction was the focal point of discussion for this meeting. HMC Architects presented a slide show illustrating some of WCCUSD's two-story elementary schools.

Benefits reviewed included the enhanced community presence possible with larger buildings, the greater likelihood of being able to create interior gathering and informal learning spaces, enhanced security for circulation spaces, and greater security overall, as well as the reservation of more exterior space for play and outdoor learning opportunities.

Some teachers expressed concerns including the potential difficulties that might be encountered should the elevator go out of service, reservations about supervision capabilities, and – since the California Building Code adds expensive and difficult to design exiting stair requirements when children in second grade or younger are to be housed above the first floor – possible limitations on combination grade classes being placed upstairs. The latter two concerns are easily addressed; the first through design for openness and supervision, and the second through policy and classroom assignment. And locating the majority of the classrooms on the ground floor combined with WCCUSD's policy of working to reduce the number of combination classes will likely offer the district sufficient flexibility in classroom assignment.

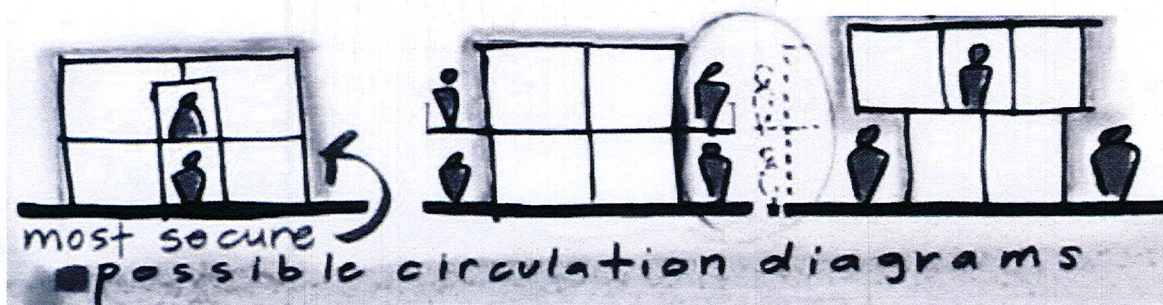


Map showing locations of several WCCUSD schools with two-story construction

A INTERNAL CORRIDORS
 Internal Access Throughout

B EXTERNAL CORRIDORS
 Motel Model

C HYBRID
 Ground Floor – EXT
 Second Floor - INT



Circulation diagrams of two-story buildings

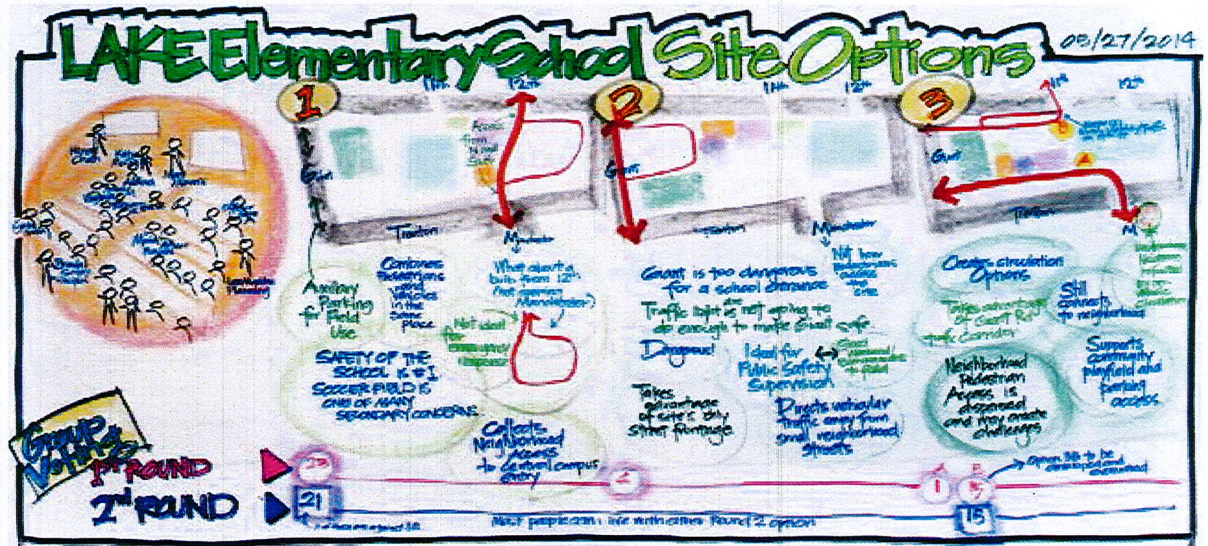
MAY 27, 2014 // COMMUNITY MEETING

Since attendance at the March 24th Community meeting was relatively light, an additional Community Meeting was held – after a greater effort to increase attendance had been made. More than 50 people attended this meeting, including neighborhood residents in addition to parents, staff, and community leaders.

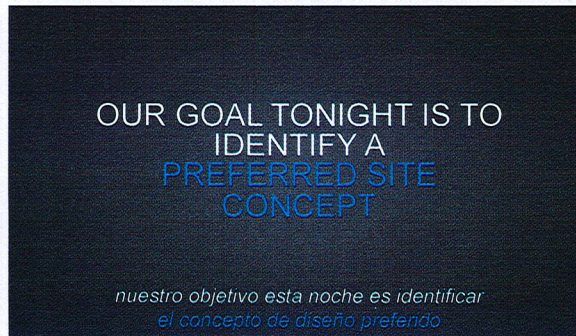
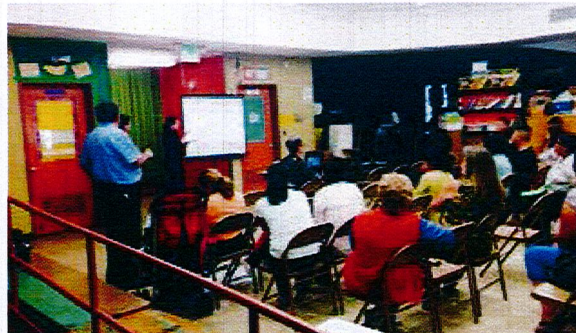
HMC Architects again reviewed the process to date, shared and validated what we had learned, and explained the need to settle on a particular conceptual level plan that evening. After discussion of the relative strengths and weaknesses of each plan, attendees voted for their preferred plan.

In the first round of voting, Option 2 was preferred by the fewest attendees. The commonly held opinion is that Giant Road is too busy a street with too much high speed truck traffic to feel safe and that it would require parents and students to leave their neighborhood to access their school.

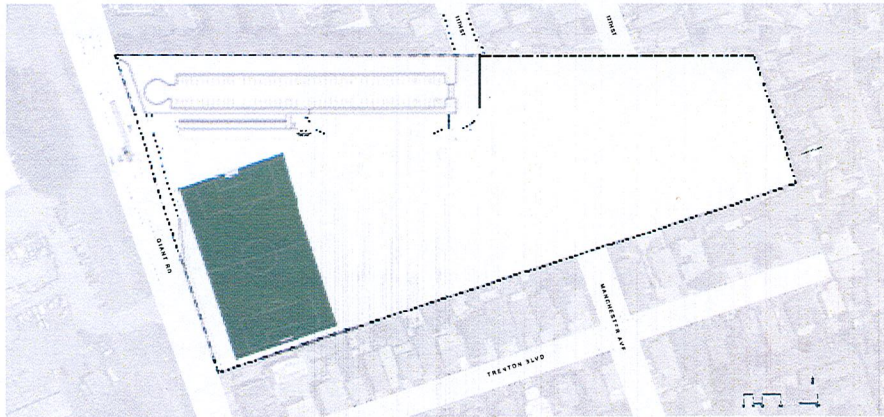
Option 1 received the most votes, and Option 3 came in second. However, some members of the audience had serious objections to Option 1 relating to vehicular traffic patterns that could not be resolved. When the group was asked if anyone had serious objections to Option 3, a few people did express concerns. But after additional dialogue, those objections were resolved, and, on that basis, the entire group agreed that Option 3, with a few adjustments, would form the basis of the design moving forward.



Graphic Recording



Presentation slide and meeting photos



Vehicular Traffic Study Diagram



LEGEND
 # Study Intersection - - - San Pablo City Limits Yellow Bar Daily Count Location

Diagram of data collection locations from a circulation assessment of Lake E.S. conducted by Fehr & Peers

JULY 11, 2014 & NOVEMBER 13, 2014
CITY OF SAN PABLO MEETINGS

Representatives from HMC Architects, WCCUSD, and WCCUSD's traffic engineering consultants, Fehr & Peers, attended two meetings with representatives from the City of San Pablo to review the proposed changes to vehicular access to the site, request consideration of off-site traffic improvements identified as safety enhancements, and to determine what requirements might be for retaining the drainage easement.

At the first meeting, in July of 2014, the proposed plan was to create acceleration and deceleration lanes along the east side of Giant Road/ western edge of the Lake Elementary School site and to add a dedicated left-turn lane and a traffic signal to allow southbound traffic to turn safely onto the site from Giant Road. The City of San Pablo representatives agreed that this proposed plan offered sensible solutions at a conceptual level, though a few minor refinements would be needed to alleviate some pinch points.

In October of 2014, Fehr & Peers completed a traffic study on the streets surrounding the school site with traffic counts observed at the locations identified in the plan to the left, as well as an analysis of two conceptual-level site plans that had been identified as preferred options at the May 27th Community Meeting.

At the second meeting with the city representatives, in November of 2014, the city representatives gave their general approval to the selected option and also agreed that this redesign of the site would be an opportunity to more efficiently and effectively address the drainage issues the easement had been provided to resolve by incorporating modern storm water management practices such as basins and swales to reduce the amount of run-off generated from the site.

It was duly noted that these traffic management enhancements and storm water improvements would need to be paid for by WCCUSD, and review of the detailed plans would be required by the Department of Public Works as the design progresses to insure conformance with city standards.

**JANUARY 12, 2015 //
COMMUNITY MEETING**

At the Community Meeting in January of 2015, HMC Architects presented two site plans that built on the comments from the previous Community, Site, and Faculty/Staff meetings as well as the feedback from WCCUSD's traffic engineers and the representatives from the City of San Pablo. Those present at the meeting agreed that, although the plans presented were getting close to meeting the site's needs, neither of them was yet fully successful, so further refinement was needed.



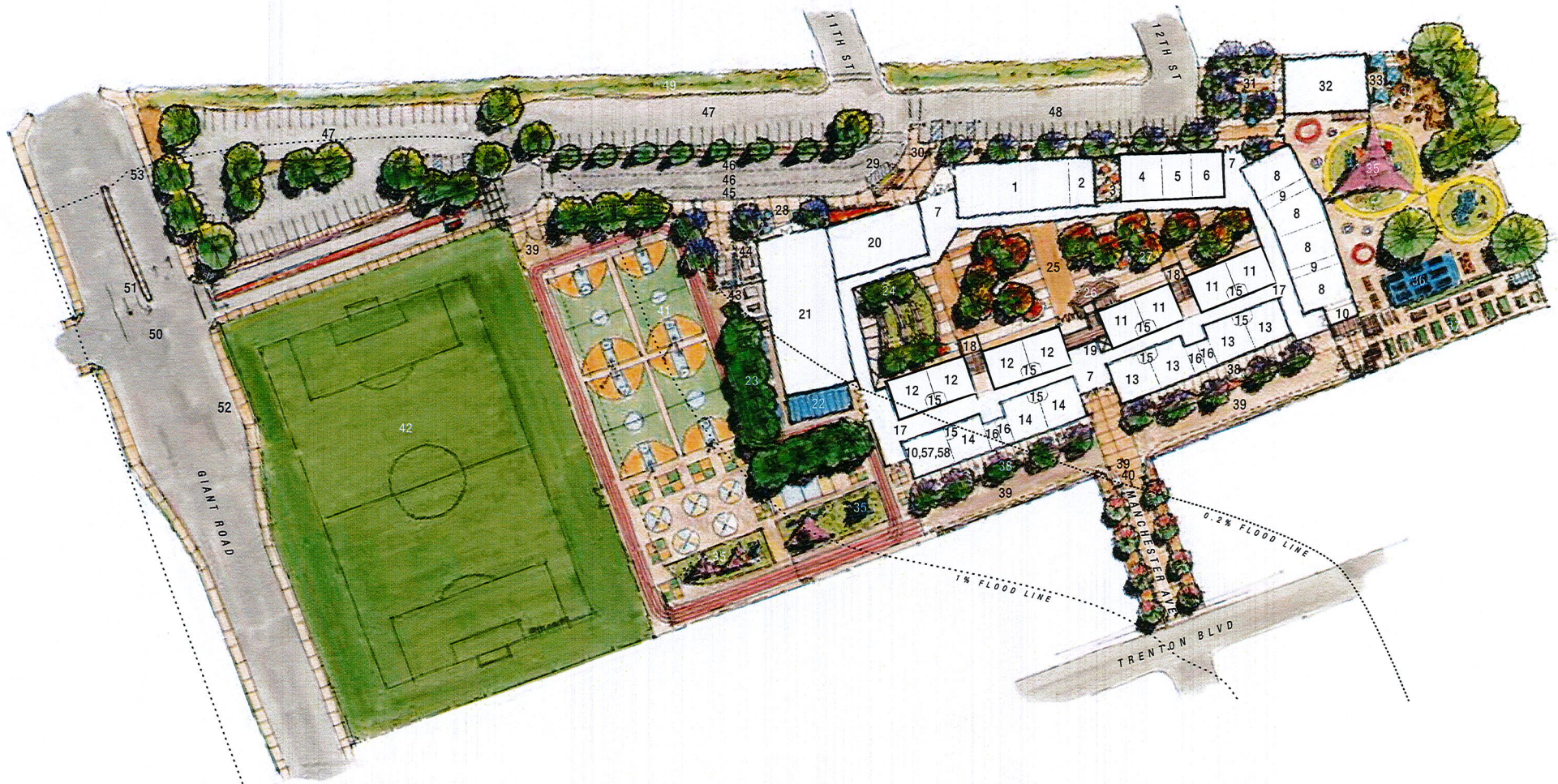
Site Plan Options

**FEBRUARY 4, 2015 //
SITE COMMITTEE MEETING**

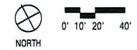
HMC Architects brought several more variations of the site plan to the Site Committee Meeting held in early February of 2015. The committee members reviewed the guiding design concepts developed during the planning process and discussed the pros and cons of the various levels of openness illustrated in the various options. At the conclusion of this review and discussion, the committee members agreed that the option in the lower left corner best accomplished their goals. Feedback on this plan was incorporated, and further refinements were included in the version of the plan included in Section 5 of this report.



Site Plan Options

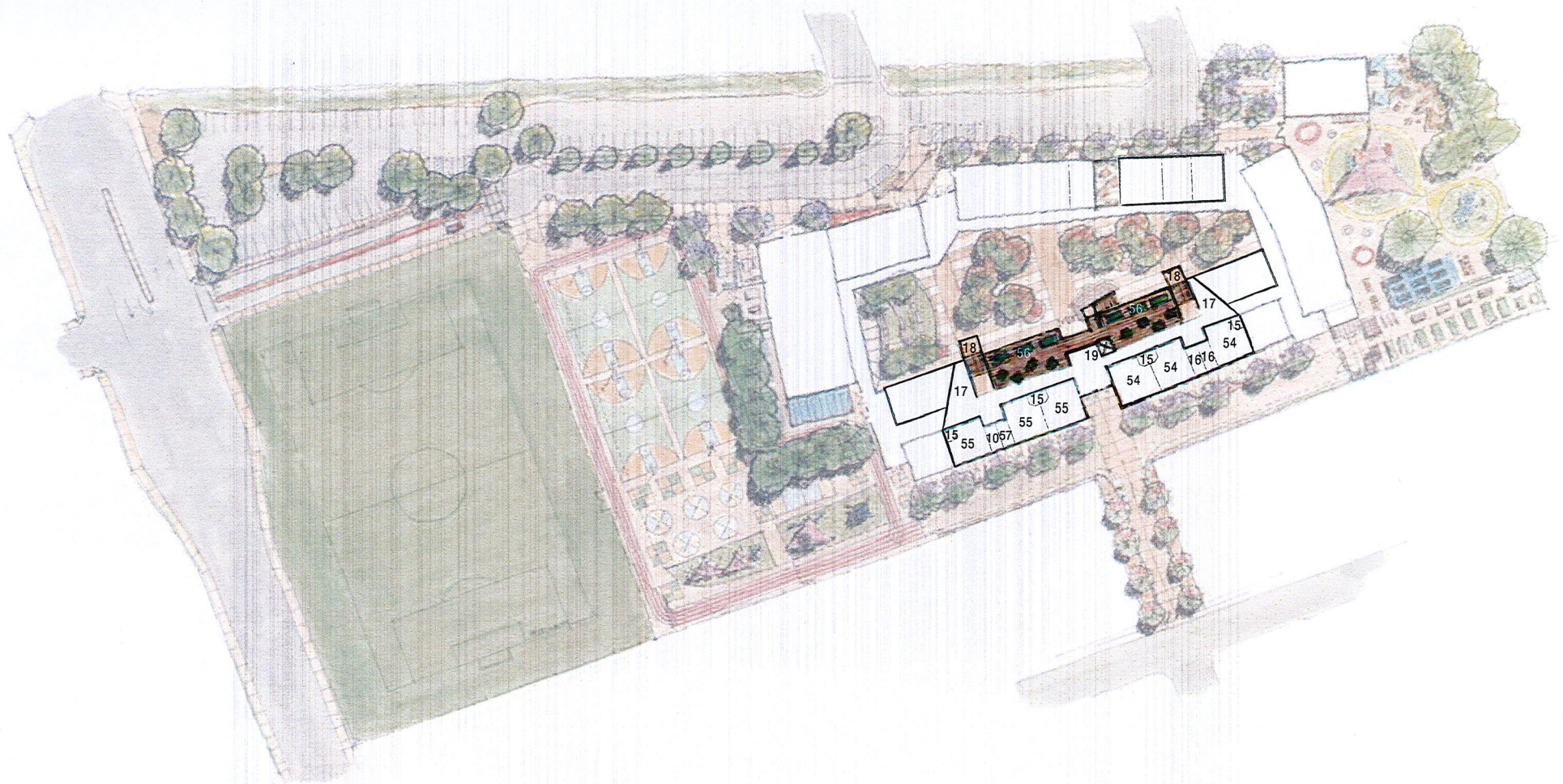


PROPOSED FIRST FLOOR SITE PLAN



LEGEND

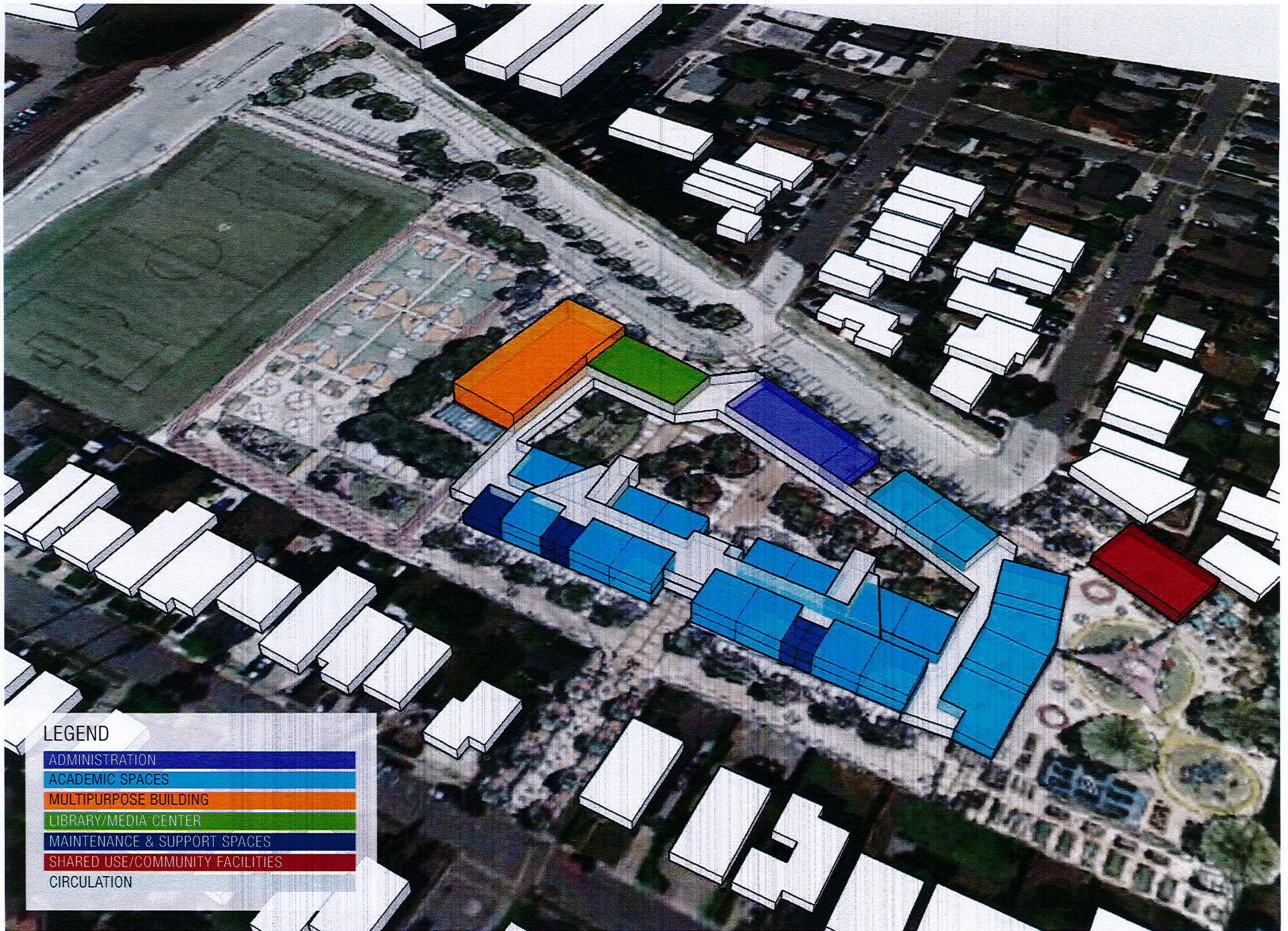
1 Administration	10 Storage	20 Library	30 Flagpole	39 20' Wide Emergency Vehicle Access	49 Drainage Easement
2 Staff Lounge	11 1st Grade Classroom	21 Multi Purpose Room	31 Kinder Parent Waiting Area	40 Controlled Pedestrian Access	50 New Signal Light
3 Staff Patio	12 2nd Grade Classroom	22 Covered Lunch Area	32 Shared Use/Community Facility	41 Hardcourts	51 New Left Turn Lane
4 Special Education Suite	13 3rd Grade Classroom	23 Shaded Seating	33 Shared Use/Community Patio	42 Multi-Use Field Area	52 New Deceleration Lane
5 Computer Lab	14 4th Grade Classroom	24 Amphitheater	34 Nature Playground	43 Utilities	53 New Acceleration Lane
6 Multi-Use Room	15 Small Group Rooms	25 Courtyard	35 Play Structure	44 Trash	54 5th Grade Classroom
7 Lobby	16 Restrooms	26 Terraced Steps/Seating	36 Kindergarten Lunch/ Outdoor Learning Area	45 Drop-Off Lane	55 6th Grade Classroom
8 Kindergarten Classroom	17 Collaboration Areas	27 Planters & Seat Boulders	37 Science Gardens	46 Pass Through Lane	56 Outdoor Learning Deck
9 Kindergarten Restrooms & Teacher Prep Areas	18 Stairs	28 Student Pick-Up Waiting Area	38 Outdoor Learning Areas	47 Parking	57 Maintenance/Custodial
	19 Elevator	29 ADA Drop-Off		48 Kinder Parking	58 MDF



PROPOSED SECOND FLOOR SITE PLAN

LEGEND

1 Administration	10 Storage	20 Library	30 Flagpole	39 20' Wide Emergency Vehicle Access	49 Drainage Easement
2 Staff Lounge	11 1st Grade Classroom	21 Multi Purpose Room	31 Kinder Parent Waiting Area	40 Controlled Pedestrian Access	50 New Signal Light
3 Staff Patio	12 2nd Grade Classroom	22 Covered Lunch Area	32 Shared Use/Community Facility	41 Hardcourts	51 New Left Turn Lane
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LEGEND

- ADMINISTRATION
- ACADEMIC SPACES
- MULTIPURPOSE BUILDING
- LIBRARY/MEDIA CENTER
- MAINTENANCE & SUPPORT SPACES
- SHARED USE/COMMUNITY FACILITIES
- CIRCULATION

RECOMMENDED APPROACH

Working from the outside in: resolving the site circulation challenge

Sharing property lines on three sides with residential property and its only street frontage on Giant Road, the first big design challenge the Lake Elementary School master planning team and design committees had to deal with was reaching consensus on a campus approach that would meet the need for safe access *and* maintain a neighborhood campus feel. Giant Road is considered by both site staff and the community as a whole to be too busy, too fast, and too industrial/truck-oriented to serve as the main access route to the site. Unfriendly to both passenger vehicles and pedestrians – there is currently not even a continuous sidewalk along it – the street also falls on the outer boundary of the campus attendance area so placing the main entry there would have required everyone to venture outside of their residential neighborhood in order to arrive at the campus front door. Options proposing to place the front of the school along Giant Road were consistently the least popular among site staff and community members.

And the community planning committee rejected conceptual level plans that called for vehicular traffic to enter and/or depart the site via an extension of Manchester Avenue, fearing that would introduce too much vehicular traffic into the

neighborhood on the southern edge of campus. Residents there are not currently accustomed to the level of school-related traffic that would be generated and repeatedly noted that the street alignment there is not designed to handle the large numbers of passenger vehicles that would need to enter and exit the neighborhood.

In the end, maintaining the main campus approach from 11th Street was deemed the best option.

Limited street frontage also meant all parking and drop-off will have to be accommodated on the site itself, as there is not an easy way to accommodate queuing or overflow parking on the neighborhood streets. So creating a sufficiently long drop-off area at the campus front door with an adequate number of parking spots arranged to limit interference with the drop-off zone became the next challenge to be addressed.

The desire to locate the soccer field in such a way as to allow easy community access on evenings and weekends – with readily accessible nearby parking – prompted the design of an alternate entry from – and an exit to – Giant Road. The planning committees presumed that many who

would use the soccer field outside of school hours, such as soccer league participants, may not even live in the immediate neighborhood and so would prefer a direct approach rather than have to wend their way through the narrow and somewhat difficult-to-navigate neighborhood streets. And, if traffic were adequately slowed on Giant Road making it safer to do so, some parents might actually appreciate the opportunity to leave the school site on an arterial road once they had dropped their children off at school.



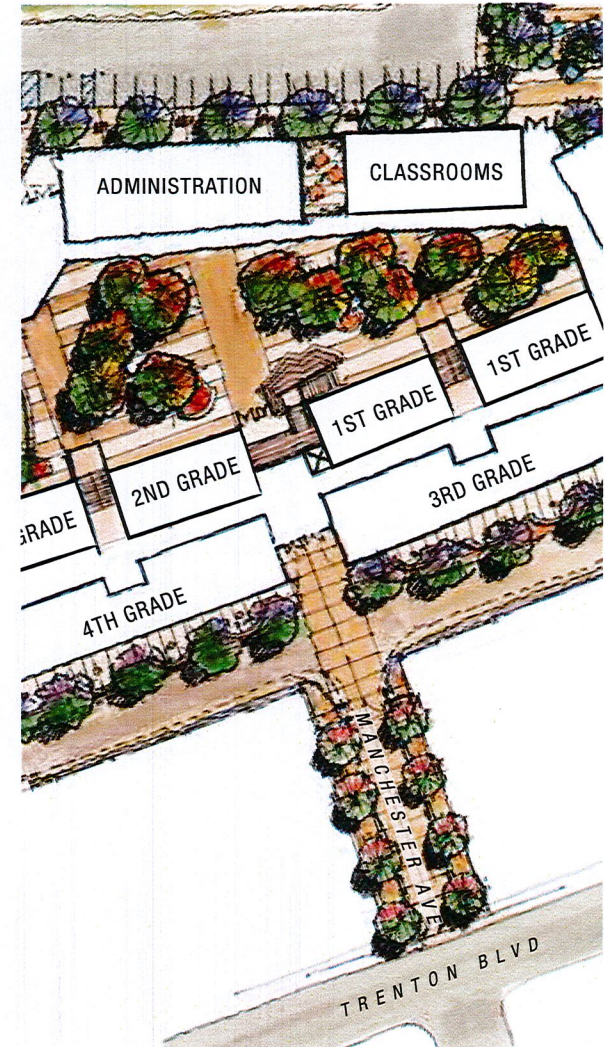
RECOMMENDED APPROACH (CONTINUED)

Creating a sense of security

Another of the planning committees' goals most important goals was a campus design that created a sense of security and control. Locating the Administration Building in such a way as to provide a clear view of the parking lot and drop-off zone in order to allow the site's administrators to supervise who is coming and going was considered of utmost importance. The desire to maintain multiple campus access points for pedestrians while still maintaining campus security meant the Administration Building would also need a clear view toward the pedestrian access point at the Manchester Avenue extension.

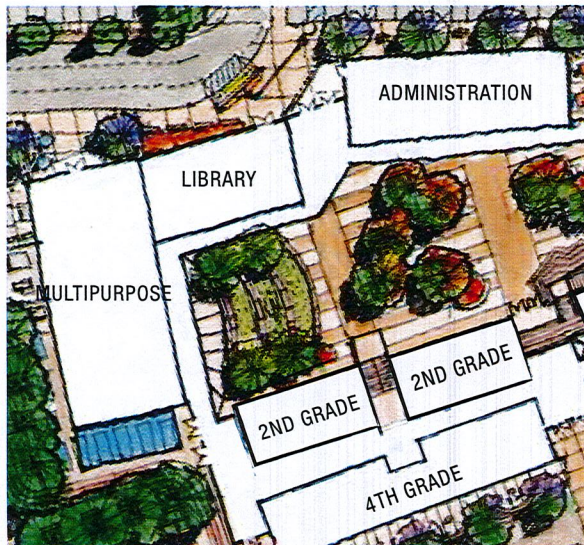
Though a portion of this extension is owned by the City of San Pablo, some minor improvements to it will be included. Replacement of broken paving and the provision of some trees will enhance this pedestrian access pathway. Locking bollards placed at the Trenton Boulevard intersection will prevent vehicular traffic along this extension, allowing access only for emergency vehicles and, on occasion, WCCUSD maintenance trucks.

This desire for security was also expressed by many as a need to have a portion of the campus fully enclosed. The new design uses the buildings to surround a courtyard, creating a sense of enclosure and a safe gathering space that will allow the campus to be secured after school hours with a minimum of "unfriendly" fencing and gates. Once school starts, the gates allowing pedestrian access to the buildings and courtyard from the Manchester Avenue extension will be locked, requiring all visitors who arrive on campus during school hours to check in at the Administration Office before being allowed access to any of the school buildings or the courtyard.



Campus entry as control point

The administration building – which is slightly offset from the library wing in order to form a main campus entry that will “catch” and funnel arriving students, staff, and visitors to the main entry – sits at the forward-most end of the drop-off lane to encourage drivers dropping off students to pull all the way forward. This will allow as many cars as possible to fit into the queuing space in an orderly fashion. An adjacent broad sidewalk and mini plaza with shaded benches provide a safe place for students who are waiting for parents to pick them up after school and can also serve as pre-function gathering areas for the multipurpose building and library.



The site will have approximately 100 parking spaces, more than double the current number. A separate parking area serves the kindergarten classrooms and the community space. This parking and the landscaped patio area there provide places for kindergarten parents waiting for their students’ class sessions to end.

The need for security is overarching, yet some of the campus facilities do need easy access from the parking lot in order to facilitate their use outside of school hours for parent and community meetings and by the site’s before and after school care program. The multipurpose building and the library face – and can be directly accessed from – the parking lot to enable these uses. Both of these spaces also form an edge of the enclosed courtyard, with the possibility of opening up to it on a nice day. And a lunch shelter with picnic tables at the southern end of the building will support outdoor eating as well as provide opportunities for outdoor learning.

The placement of the multipurpose building along the western edge of the courtyard also satisfies several site logistical requirements. Food service delivery and garbage collection trucks have ready access without needing to cross playground space.

Separating the Community Space

The as-yet undefined Community Space called for in the WCCUSD Program Standards has been located at the northeast corner of the site and separated from the main campus building for several reasons. Site Committee members hope, but no one can yet promise, that the space will house a preschool program. If that is the case, then direct access to an outdoor play area will be needed. In this location, it can share access to the dedicated kindergarten play yard. And no matter what community use the facility serves, it will need a separate entrance and easy access to parking. And lastly, should this feature ever be cut from the construction program if no use/tenant is identified, removing this square footage would not leave a void in the proposed school design.



RECOMMENDED APPROACH (CONTINUED)

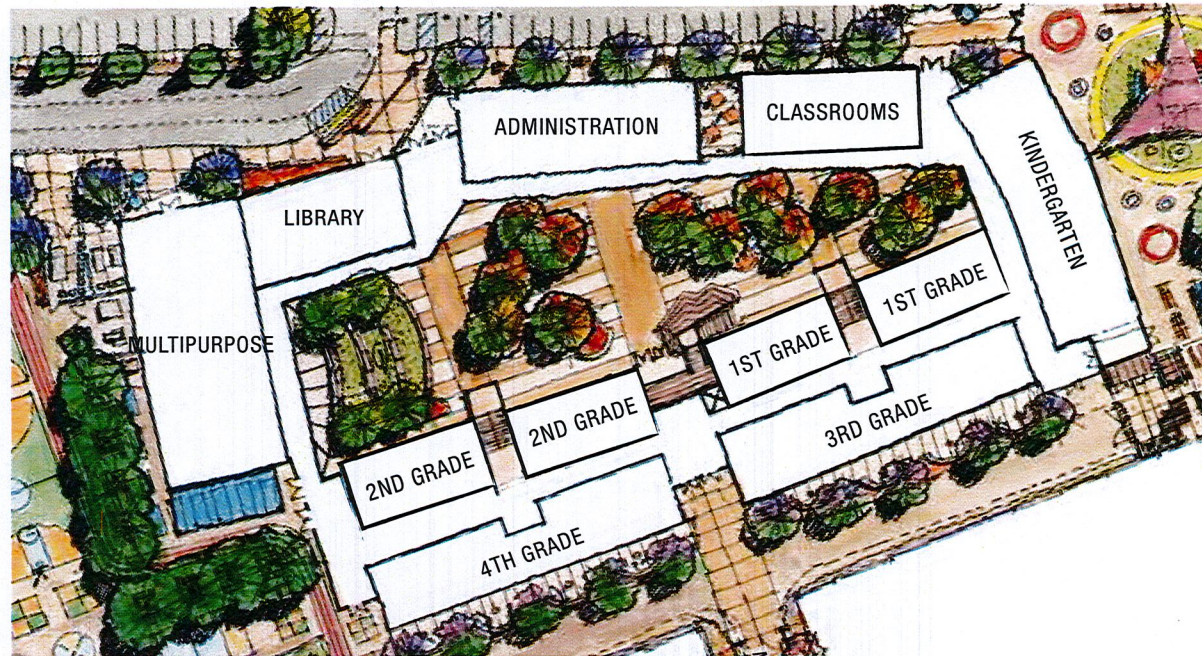
Classrooms complete the courtyard

The site staff expressed a desire for some functions to be located in close proximity to the administration office. The special education learning suite and the speech therapy spaces are, therefore, included in the same wing as the administrative functions. The staff lounge, with its adjacent outdoor dining patio, is also located in this wing, easing access and communication between the lounge and the administration office. The multi-use and computer classrooms, used by all students on campus, complete that wing.

Staff also felt the kindergarten classrooms should be near the administrative wing so these rooms are positioned in the adjacent wing.

Arranged to form the eastern end of the courtyard, each pair of kindergarten classrooms shares a storage room, a teacher preparation area, and restrooms designed to accommodate young children.

Standard classrooms arranged by grade level form the southern edge of the courtyard. Except where an uneven number is called for in the program, they are paired to share common small group breakout rooms. Stacking the classrooms – with grades 1 through 4 housed on the ground floor and grades 5 and 6 upstairs – preserves much-needed open space on the site and results



in construction efficiencies. An elevator will be provided in addition to the stairs, as required by the Americans with Disabilities Act.

Corridors linking the classrooms have their walls at a slight angle to one another, expanding at one end to produce a sense of spaciousness, minimize unintended physical contact between students, avoid the sense of long, uninterrupted corridors, and provide some undedicated space that can be used for additional breakout activities. Glassed-

in stairwells located at mid-points along the corridors both minimize travel distance to stairs and further reduce apparent corridor length by allowing natural light to penetrate.

Mini lobbies at the “joints” or “knuckles” of the building, in addition to serving as required exits from the courtyard, offer additional opportunities to bring natural light into the corridors and to afford additional places for students to engage in casual learning.

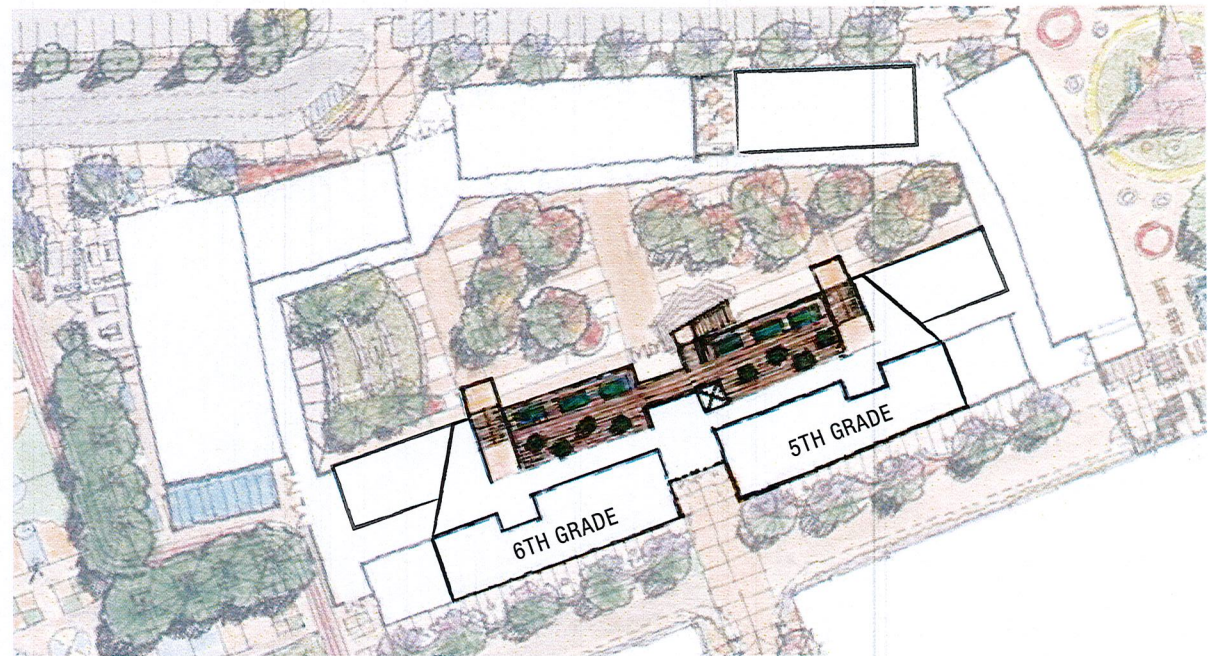
Beyond the courtyard

Each ground floor classroom has access to an immediately adjacent outdoor learning patio while upstairs classrooms have access to outdoor deck space just across the corridor.

Each kindergarten classroom has direct access to the dedicated kindergarten play yard. The yard includes an age-appropriate play structure with the needed soft fall zone, a shade structure, and a set of outdoor tables and benches for eating and outdoor learning opportunities.

A fenced garden area with defined planting beds at the southeast corner of campus can be visited by students at all grade levels as part of teacher-led learning or designated community activities.

At the western end of the building, multiple play structures with designated soft fall zones border the hardscape which includes basketball courts, various game striping, and a running track. A series of layered fences and gates permit full use of the hardscape and soccer field by Lake Elementary School students during the school day while also offering site administrators the ability to determine the level of access provided to the community during after school and weekend hours.



PHASING/INTERIM HOUSING

The design for the new Lake Elementary School places the buildings on the site in more or less the same location the existing buildings are in now. This means the existing buildings will have to be demolished to make way for the new ones. As a result, interim housing of some sort will be required.

A plan for this housing will need to be developed once the specific schedule for construction of the new school has been set. Until that time has been defined, it is not possible to know what resources WCCUSD may have available to provide off-campus housing for the duration of construction. With that in mind, criteria to be evaluated when considering where/how to provide interim housing are outlined below.

Student and staff safety is, of course, the paramount issue to consider. So moving the school to another location entirely is the best option *if a readily accessible site is available*. This is also typically the most cost effective option as it makes use of resources WCCUSD already has, and it eases construction (and therefore decreases construction cost) for a contractor if he does not have to work around an interim campus or complete the construction in phases. Designing and building the site improvements needed to support the temporary campus and installing the classrooms needed to house students costs money, and money not spent on creating temporary housing can be spent on the permanent project.

But districts do not always have off-site locations available. HMC Architects has assisted in the development of many interim housing plans that entailed schools remaining on site, in temporary housing brought on for that purpose and removed at the conclusion of construction of the new facilities. This could be feasible at Lake Elementary School if a temporary campus were set up on what is planned to eventually be the soccer field and/or parking lot. Careful consideration would need to be given to placement of the buildings, and points of access would need to be provided that would not involve “Contractor crossover.” Such a campus would need to be planned well in advance of the start of construction of the permanent campus as it will take time to prepare construction documents, seek Division of the State Architect (DSA) approval for those documents, and construct the interim campus.

Once construction begins on an occupied campus, regular communication between the contractor, the district, and the site staff is an important component of a successful on-site interim campus.

Whichever plan for interim housing turns out to make the most sense, minimizing disruption due to the timing of moves out of the current campus and then, eventually, back into the new campus is an important factor to consider, as is the timing of particularly noisy and dusty work such as demolition of existing buildings.

PROJECT BUDGET

As of the conclusion of the Lake Elementary School master planning effort, WCCUSD is entering into a district-wide master planning effort that will review and provide an estimated cost of construction for this plan.