COMMUNITY INPUT FORUM – March 23, 2017

Student Stakeholder Synthesized Input

Students: If you could select or design any class, what would it be and why?
Life skills classes (design, check writing, apps, college prep)
Workshop
Photography
Meditation/Yoga
Debate
Languages
Specialized leveled classes
Outdoor class/garden
Cooking
Various sports (self defense)
Rooms -No sitting -Decorations -Bean bags

Students: What are your top 3 concerns and top 3 hopes about our new school?
Concerns: Negative interactions between older and younger More students might make more conflict (drama), noise, trash, bullying and disrespect How will Monroe be affected?
Hopes: Good social environment: fun, more activities, interesting teachers, positive environment Older kids can help the younger More field trips and activities

Students: What three things do you expect from your teachers?
Outgoing teacher
A positive outlook
Creative lessons
To be caring
Respect shown to all students
Fun personality
To have control over the class

Teacher Stakeholder Synthesized Input

Teachers: What would you want to see at our new school as an ideal workplace?
Collaboration: Shared planning time weekly Teacher directed PLC Cross grade level planning
Communication: Transparency Respectful communication between all stakeholders Clear expectations for all
Positive Involvement: Passionate staff Warm welcoming Positive relationships Cross-grade level relationships
Community Involvement: Community service Home visits Volunteer opportunities Comments events (all grade levels)
Student Voice: Student input for planning (PLC) Student voices sought and listened to

Teachers: What educational program model would excite you the most and make you want to teach at our new school?
Our educational framework shall include: PBIS with social emotional learning Restorative practices Mindfulness/meditation for all stakeholders
Our educational framework shall include: Community (community wide collaboration) connections → Families Celebrate EL's ½ way to bilingual/biliterate Honor all
Our educational framework shall include: Choice and voice -Exploratories -Flexible Scheduling -Flexible group Intervention w/in day UDL
Our educational framework shall include: Project based learning Focus on child development (play, inquiry, design demonstrating in variety of forms) Civics, service learning Leadership mentorship

Teacher: What vision do you see for our new school?
Student driven, student voice
Exemplary teachers and staff who have chosen to teach here
All means all → doing whatever it takes for all student to learn
Community built on relationships between adults, students and community that puts students at the center of their learning
Intentional inclusion of ethnically, socio economically, culturally and linguistically diverse students

Parent Stakeholder Synthesized Input

Parents: What are your top three concerns and top three hopes for our new school?
Impact on other schools: More than 1000 students at MMS and RHMS (less desirable) Equitable distribution of resources to all three middle schools All 3 middle schools need to improve, not just one = all desirable schools
Resources: How will students with special needs or extra support be served? Common core/test scores/homework
Safety: Young students mixed with older Bullying Access to park
CMS Issues: Children/families lost in transition How will students be support by Parents/Teachers/District during the change?
Hope #1: A positive perception of new school within community and among parents and students
Hope #2: Transition to new school will be smooth with the school opening for the 2018-2019 school year.
Hope #3: A strong academic environment that encourages a love of learning, student engagement and supports student learning at all levels.

Parents: What would compel you to enroll your child in our new school?
Strong STEAM Program
Small school size
To enroll my child in this school we want to see before and after school care
Strong supports and PE Program
Commitment to community
Electives including music/band, arts, dance and foreign language
Flexible furniture and clean environment
Project based learning
Strong academics
Culturally diverse and nurturing

Parents: What systems would you like to see in place for engaging parents in our new community?
Encouraging community involvement
Family outreach and education opportunities
Technology
General communication
Ways to engage parent involvement in school community
Potential programs of interest
A variety of options for parents to participate/support in the classroom including leading classrooms

CSEA Teacher Stakeholder Synthesized Input

CSEA: What school model would excite you the most and make you want to work at our new school?
A magnet school would be great to capture and rebrand
A good model would help us be competitive in the marketplace of TK-8th

CSEA: What would you want to see at our new school as an ideal workplace?
A daily cleaning schedule with a central vacuum, with an appropriate staff to student ratio
An environment that is supportive, valuing, communicative
An atmosphere that is clean, bright, shiny and healthy

CSEA: What vision do you see for our new school?
Every job has dignity
Full time immersive atmosphere for libraries and media tech
Custodial crew involved with mentorship and merit system for students

Community Stakeholder Synthesized Input

Community: What would make you proud if having our new school in your community?
Students being successful
A strong reputation in the city/district
Community outreach by students (Delphi Academy)
Volunteering
Mutual respect
More local kids going to the school
STEAM program
Outdoor activities for kids
Successful models from other sites

Community: What changes do you see that need to be made to the site to accommodate a PK-8?
Additional pickup and drop-off locations: The addition of designated pick up locations delineated by age. While the youngest children should be dropped off and picked up at the school parking lot, we'd like older students dropped off and picked up at Rincon near the proposed egress and/or at the Morgan Park (north) parking lot and at the Morgan Park (south) parking lot on Budd. The amount of car and bus traffic must be reduced on Cherry Lane and California Street. *Additional parking for Elem parents walking kids in Street Signage: Radar speed signs installed on Cherry Lane (signs that tell you how fast you're driving) Stop Lights on Winchester Blvd.: The 4Cs opposes any traffic signals on Winchester at either Cherry or Catalpa. With proper exiting and better traffic management this will be unnecessary. Stop lights on Winchester would only serve to divert even more ("cut-through") traffic from Winchester through our residential streets. Communication & Signage: In order to reinforce this new usage policy, regular communication to employees, parents, students, contractors and CUSD facilities. Reminders to all can be made with signage installed in the parking lot. Parking lot lighting change: The 4Cs would like the current "Industrial Orange" (Sodium) light fixtures that produce glare and light trespass replaced with shorter, shielded and more economical LED lights which illuminate only the parking lot. Please reference http://darksky.org/lighting/lighting-basics/.

New Garbage Dumpster(s) Location:
This was never an issue when the district handled its own trash removal but today's practice (West Valley handling pickup heavy trucks lifting and dumping large metal dumpster at 7 am, 5 days a week) is un-neighborly. The 4Cs would like to see new accommodations for garbage dumpsters to an area where garbage dumping and truck pickup will not impact 4C residents.

Trees and vegetation:
As the primary separation (to limit noise and light spillover), the 4Cs would like to see improved care and health of the current redwood trees and augmented plantings to provide additional shielding between the neighborhood and school. A similar planting scheme to be adopted with any new expansion of school grounds between school property and the 4Cs.

Community: How can our new school and the community work together to support each other?

School prioritizes a larger sense of community (to neighbors) to the students and parents (speed, be respectful, etc)

Traffic, safety and neighborhood oversight:
Two school employees, one stationed on Cherry Lane and the other on California St for the ½- ¾ hr. immediately following school dismissal. These employees would be responsible for safety concerns (e.g. preventing and reporting on illegal turns, speeding, dangerous street crossings) and neighborhood property concerns (e.g. litter, driveway parking/blocking, loitering and property damage).

Adoption of Residential Zoning Requirements:
For necessary school activities at the school and particularly in parking lot area(s). These activities would include those necessary for construction and clean up including, but not limited to, leaf blowers, wood chippers, nail guns, chain saws etc. These activities must be limited to times that are appropriate for a residential neighborhood.

Access to School Buildings:
Should be made whenever possible from interior or park facing access points and not by doors facing the parking lot and the 4Cs neighborhood. This will avoid loitering and spillover noise from any school events (e.g. parties, dances etc.).

No structures to be built in parking lot(s):
No construction of any structure within the parking lot(s) (our now proposed "Quiet Buffer Zone") including solar panels or cell towers.

Lot lighting time Restrictions:
School parking lot lighting on only when necessary for student or employee safety. Lights are currently on 5 days a week until 11:20 pm and they're on a 5 am each morning. This is excessive and much of this on-time is illuminating a vacant lot.

Planning and construction visibility:
The neighborhood wishes to be included in any planning of specific construction projects so as to have inputs into impact as it relates to 4C quality of life.