



Objectives

The purpose of this meeting is to introduce the site and landscape topics and establish a preferred layout option for the Master Plan.

1. Review Previous Workshops

We quickly reviewed the outcomes of the Educators Workshop 2 and public outreach meetings.

2. Site and Landscape Design

Carol presented a campus site plan that shows the key areas of consideration.

Vehicular Access – Vehicles can arrive on campus from 3 directions.

- The main (upper) entry from 82nd Ave. is the primary entrance and has many conflicting travel paths. The immediate north turn into the park can cause backup into 82nd. Stacking cars from drop-off/pick-up can fill the turnaround. Pedestrian and vehicular paths overlap with safety concerns for students. ADA-AG stalls do not meet code. The soft landscape is in a center planter but there is no relief along the building edge.
- The lower entry from 82nd includes separate in lane, out lane and service lane. These should be reconfigured to minimize conflict. Parking stalls near the in lane can cause entering vehicles to stop in the lane of traffic on 82nd. The bus turnaround is too sharp. Improvements here may reduce the number of stalls. Landscape between the two lanes could be a stormwater planter.
- The west entry is currently used mainly for service vehicles and has limited parking. Much of the approach is city ROW as the Alameda St. turnaround. We will review options and benefit of transferring ROW.

- The public entry experience to events in the Theater needs development. The sidewalk and lighting should be enhanced to lead visitor the door and to make a comfortable outdoor pre-function space.
- If wrap-around service are move to the west side with access from Alameda St, outdoor space and childcare play areas can be added where the activity is not in conflict with school activities.

- The small strip of landscape south of the lower level classrooms could be developed to support and expand the adjacent classroom space.
- Level ground south of the east main classroom wing should be heavily programmed to serve school and community functions. Class functions could include Ag Science, Biology, Culinary, and general science. The community gardens are generally perceived as good for the school as it assures people are there in off-hours keeping an eye on things. The Cobb structure is too small, rarely used and should be removed. This south facing area should include a covered outdoor classroom and greenhouse.
- The hill-side south and east of the school are not designed, unsightly and have numerous invasive species. Remediation work



iii. Like Library staying where



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