



Melrose Leadership Academy

Maxwell Park & Sherman Campuses

Oakland Unified School District
Community Meeting | March 23, 2023

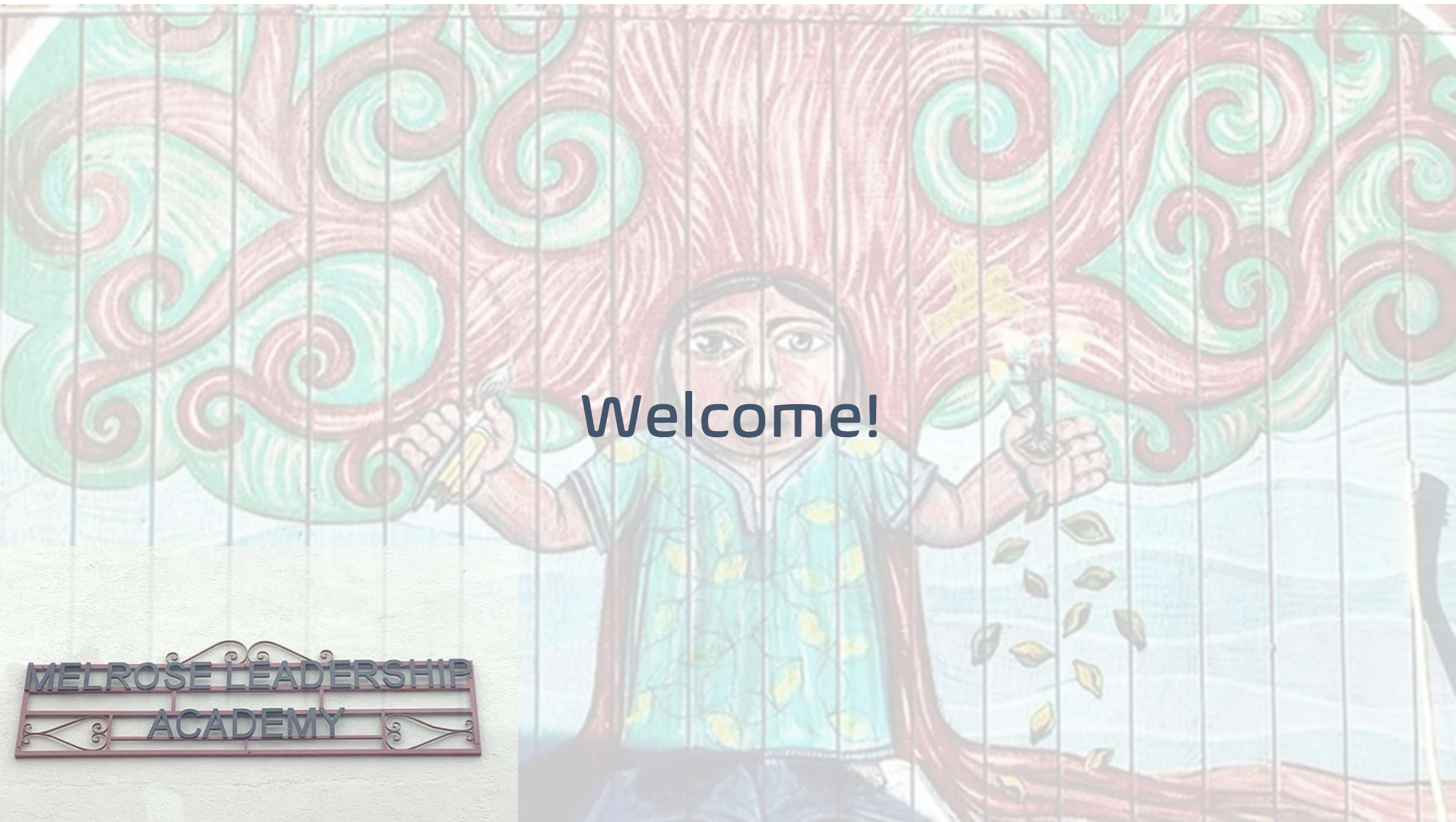
The background of the slide is a grayscale image. It features a calendar with dates visible, including 20, 21, 22, 23, 24, 29, 30, and 31. Overlaid on the calendar is a large, clear hourglass. The hourglass is positioned vertically, with sand visible in both the top and bottom bulbs, and a stream of sand falling from the top bulb into the bottom bulb. The word 'Agenda' is written in a large, white, sans-serif font in the upper right quadrant of the slide.

Agenda

- 6:00 pm Opening: Welcome, Introductions, Outcomes
- 6:15 pm Recap of Previous Engagements at MLA
- 6:30 pm Presentation of Options
- 6:45 pm Feedback on Options
- 7:15 pm Q & A
- 7:30 pm Meeting Adjourn

Welcome!

MELROSE LEADERSHIP
ACADEMY



Project Introduction

The Budget

WHAT DOES \$49.5 MILLION MEAN?

Soft Cost

Includes the fees to do the following:

Soft costs are all the fees related to completing the project without paying for construction. This includes:

- Civil engineers & architects
- Acoustical Engineers
- I.T. Consultants
- Geotechnical Engineering
- Laboratory Consultants for material testing
- Mechanical and Electrical Engineers
- Security Consultants
- Structural Engineers
- Topography Surveys
- Division of State Architect Review Fees
- Energy Studies
- Inspectors
- Printing Fees

AND MORE...

Expenditure	Value
Soft Cost	\$15,400,000
Construction Cost	\$32,100,000
Living Schoolyard Construction Cost	\$2,000,000
Total	\$49,500,000

Hard Cost

Includes the fees to do the following:

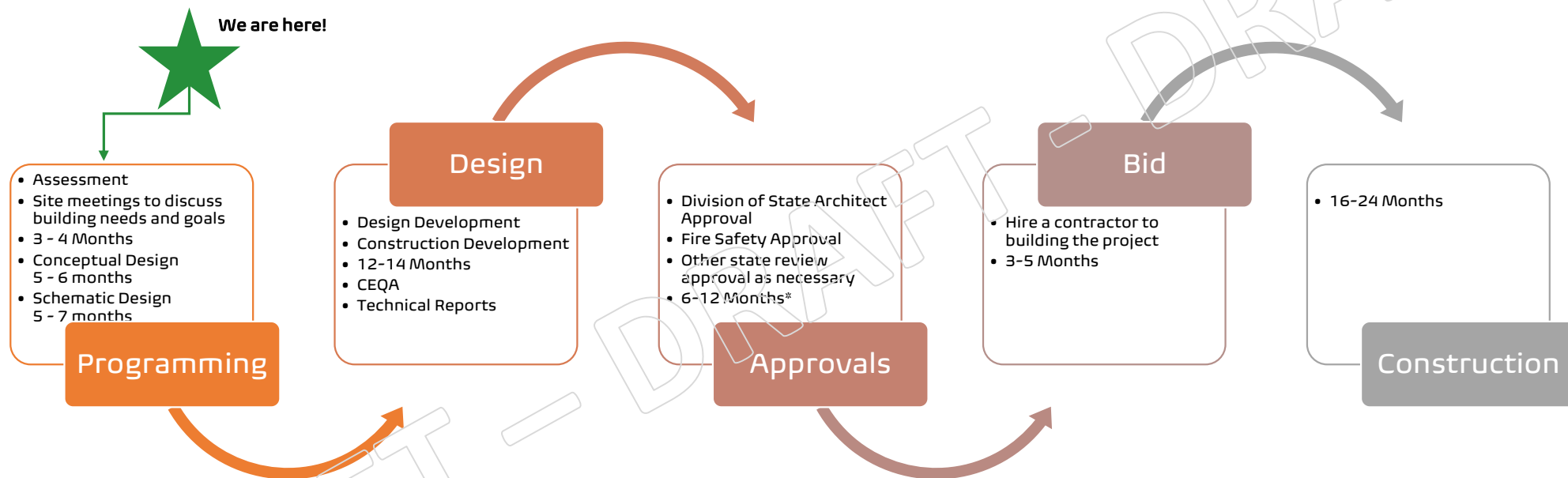
- All cost related to hiring a contractor to build the building
- Furniture, Computers, other IT
- Mandatory Construction Contingency of 10%
- Small Emergency Contingency
- Escalation*

*Bay Area market experienced +/-28% escalation on material goods (steel) due to supply chain impacts from COVID pandemic (Bureau of Labor and Statistics)



The Design and Construction Process

START TO FINISH



*State and local jurisdictions having authority are not within the schedule control of OUSD. These approvals may take more or less time than estimated.

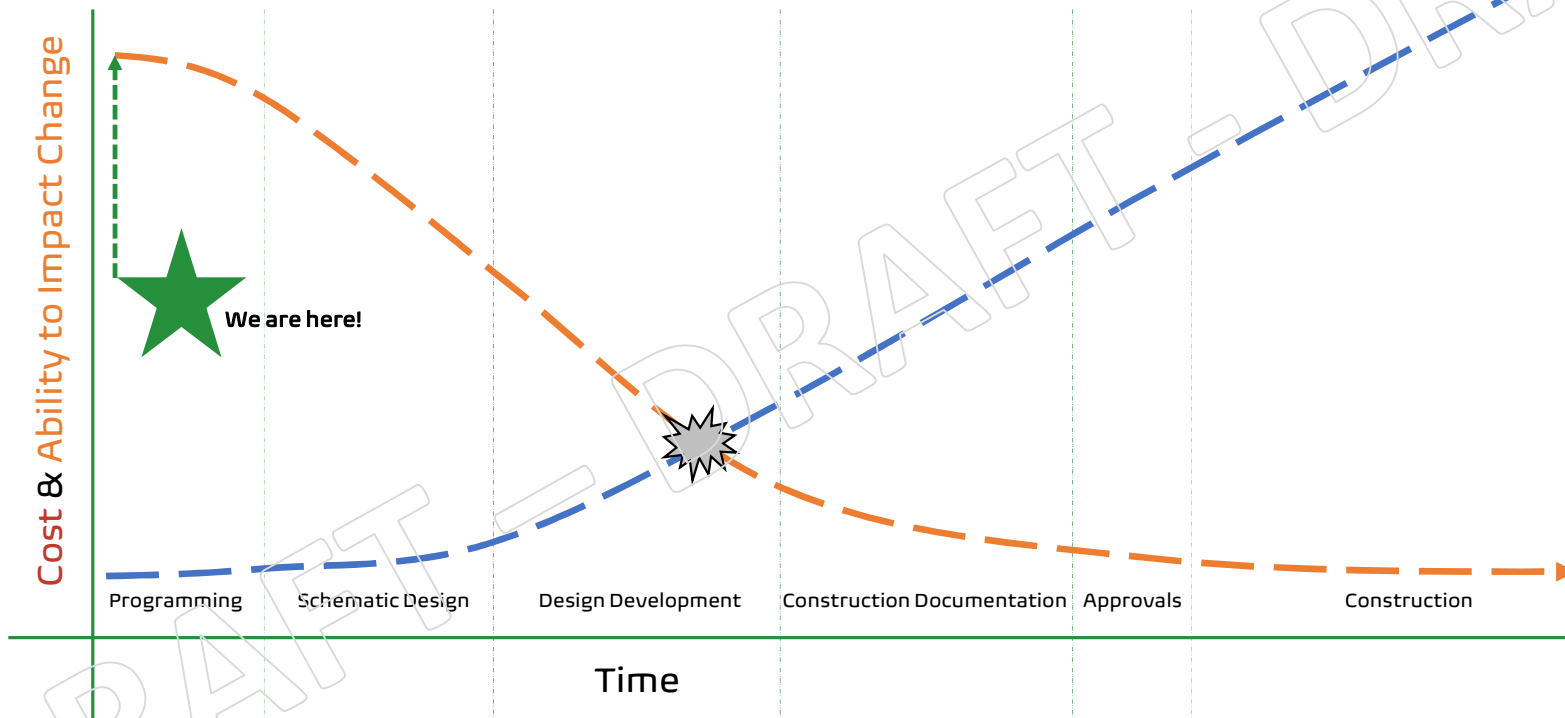


The Design and Construction Process

IMPORTANCE OF DECISION MAKING



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students





Escalation / Inflation

Rising costs, flat project pricing

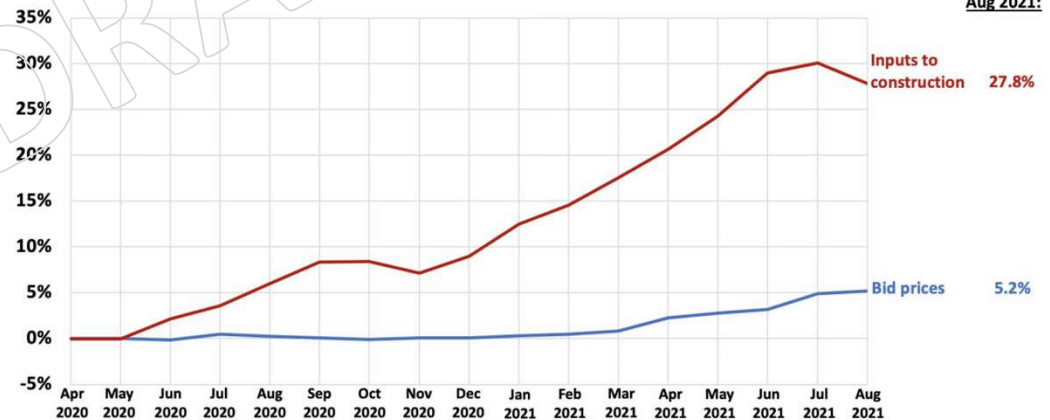
Figure 1 illustrates the threat. The red line (“Input costs”) shows the change from April 2020—the low point—to August 2021 in the price of all materials and services used in construction, while the blue line (“Bid prices”) measures the far smaller change in what contractors say they would charge to erect a set of nonresidential buildings. This latter line, essentially a measure of bid prices, rose 5.2% over 16 months. In contrast, the line measuring the cost of contractors’ purchases soared 27.8% over the same interval.

In other words, if a contractor or subcontractor submitted a fixed-price bid in April 2020 based on materials costs at that time but did not buy the materials until this summer, its cost for the materials would have risen an average of nearly 28%. Given that materials may account for half or more of the cost of a contract, such an increase could easily wipe out the profit from a project and potentially put the contractor out of business.

27.8%
Input costs for construction
soared 27.8% from April
2020 to August 2021

FIGURE 1

Change to construction inputs and bid prices
April 2020- August 2021



Source: Bureau of Labor Statistics, producer price indexes (PPIs) for new nonresidential building construction (bid prices) and inputs to construction, not seasonally adjusted



MLA Enrollment

Oakland USD's Goal is for a Cumulative Enrollment of 750 students

With the school now at two campuses, this Includes students at both campuses

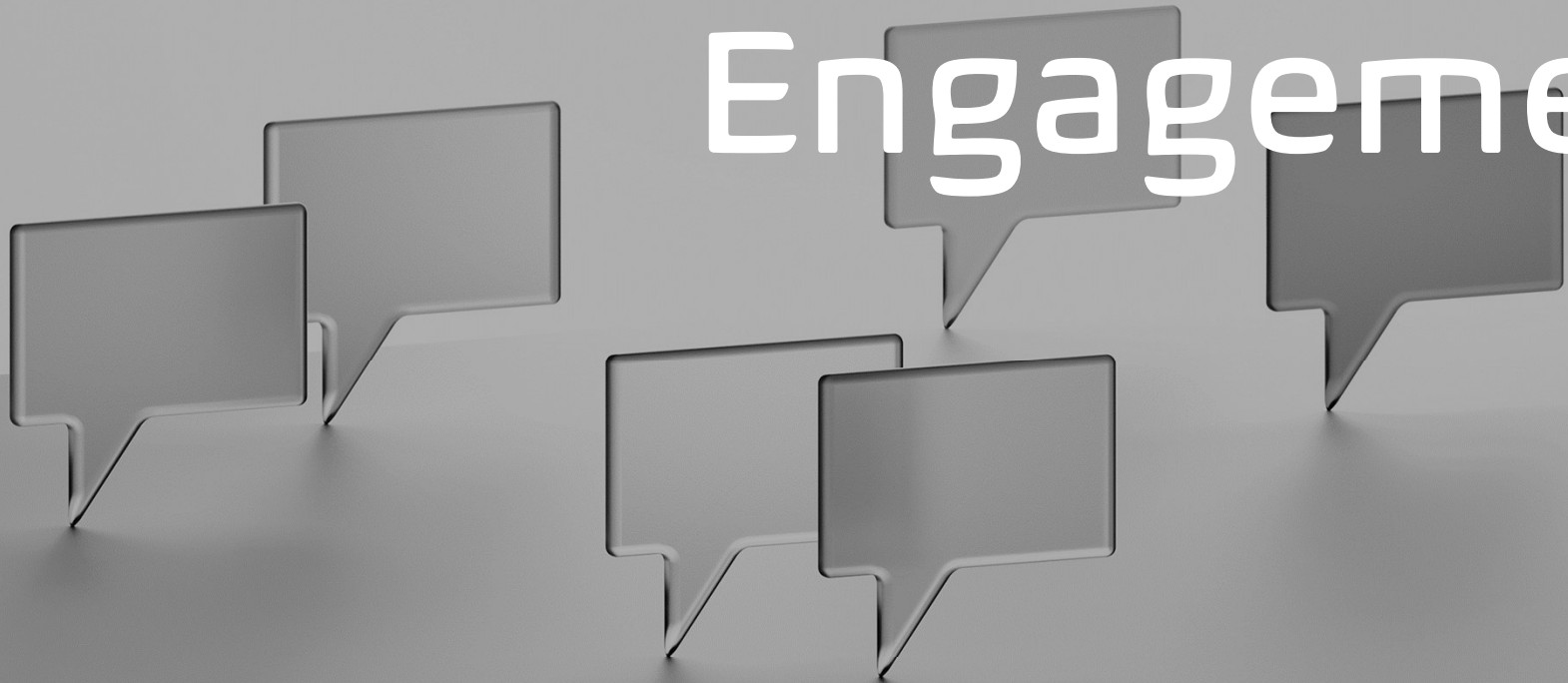
If the school were to consolidate, this would be the total number of students at the Maxwell Park Campus

This includes

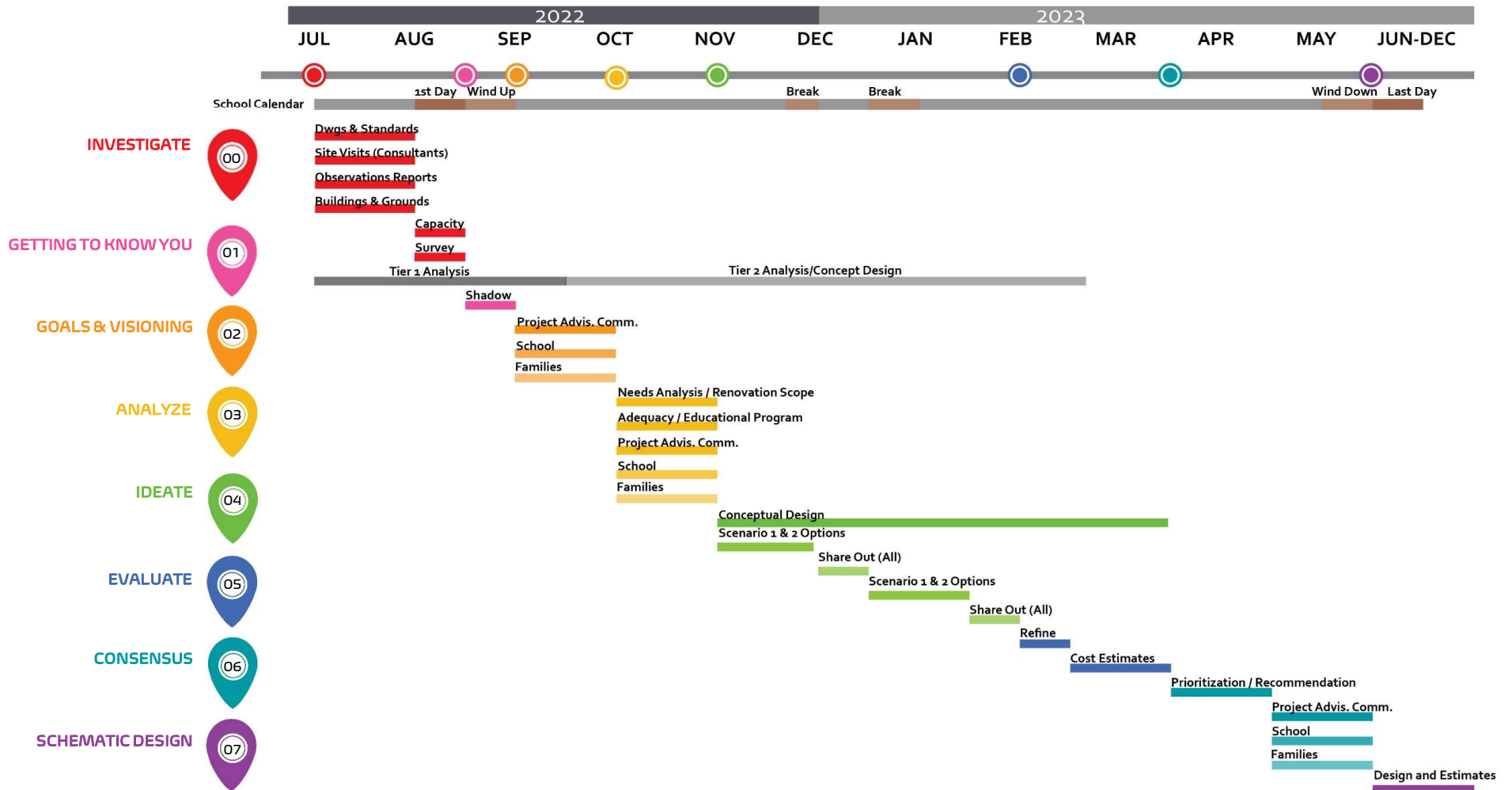
- Three (3) cohorts per grade level (Kindergarten through 8th grade)
- One (1) TK
- Three (3) SDC

For a total of 28 'classes'

Recap of Previous Engagement



process: *schedule*



PAC Meeting #1

Visioning Group Discussion

Key Takeaways/Themes

Student & Teacher Comfort

- Indoor air quality, temperature, acoustics
- Spaces to relax and recharge
- Shade at outdoor spaces & covered outdoor eating Area

Specialized Teaching Spaces

- More “middle school” type spaces like gym & science lab
- Makerspace
- Library appropriate for middle schoolers

Learner Centered Teaching Spaces

- Integrated Technology
- Variety in classrooms; sit/stand, different set ups
- Outdoor Learning Spaces
- Flexible Spaces that are innovative and allow for exploration

Celebrate Culture

- Cultural Appreciation on Campus
- Bring Together Families of Different Backgrounds
- Foster leadership in MLA students

+Sustainability

+Disaster Preparedness

PAC Meeting #2 Strengths & Weakness

Key Takeaways/Themes - Maxwell

Need to Focus on Health & Wellness

- Need Better Indoor Air Quality - Temperature & Ventilation
- Natural Light is great but need to control with blinds
- Dedicated spaces for counselors
- Water Filtration
- Not Enough Student Restrooms
- Focus on Sustainability
- Disaster-Preparedness

Old Building is Beautiful But Not Designed for How We Teach Now!

- Flexibility is key! We may need a room to be a science lab one year and a typical classroom the next.
- Collaboration Spaces
- Small Instructional Spaces
- Dedicated teacher spaces for meetings & collaboration
- Lots of pin-up space please!
- Love the larger classrooms, high ceilings, & big windows

We're a Middle School (But Have 3-5!)

- We Need a Gym!
- Larger MPR
- Science Labs
- Flexible Large Group Spaces
- Pick-Up & Drop-Off are very busy.
- Parents need space too
- Library should accommodate range of ages and be more flexible space

We Love Our Outdoor Spaces!

- Like the large outdoor spaces and separate spaces for different age groups
- Connect classrooms to outdoors
- Shade at outdoor areas to make more useful during lunch and outdoor instruction

PAC Meeting #2 Strengths & Weakness

Key Takeaways/Themes - Sherman

Spaces Are Lacking

- Portables not equipped for Special Ed
- Small cafeteria for 75 students to sit in at once
- Need proper outdoor furniture & shade to utilize outdoors for eating
- No space for 1-on-1 work
- Need restrooms at Kinder/TK suites
- Dedicated activities for younger students outdoors like water tables

We Want to Be Good Neighbors!

- Traffic and Parking is an issue with neighborhood during pick-up and drop-off
- Provide opportunities to engage with community in renovated spaces!

It's a Lovely Campus

- Beauty of the Building
- Cozy Campus!
- Easily accessible site for public transportation and driving
- Natural light is good
- Outdoor Space is great!
- Want to connect outdoor/indoor spaces more with large openings

But Still Needs Renovations!

- No escape from heat on hot days!
- Old whiteboards
- Leaks and Bad Plumbing!
- Lots of Wear and Tear at Finishes
- Not Enough Student Restrooms
- Focus on Sustainability
- Disaster-Preparedness

Maxwell Site Assessment Summary

Architectural & Exterior Envelope:

- Replace roofs and skylight
- Replace windows
- Refinish exterior, preserve murals
- Replace or refurbish interior finishes
- Place younger students in undersized classrooms
- Replace casework
- New door hardware
- Upgrade small toilet rooms to ADA compliance
- Upgrade interior handrails to ADA compliance

Structural (Initial Tier 1):

- Tier 1 analysis (checklist) is complete
- Tier 2 (detailed analysis & caics) is in progress
- Voluntary structural upgrade is possible

Mechanical & Plumbing:

- Replace Main Building HVAC with a new, preferably electric, system
- Replace Main Building plumbing systems
- Provide new electric water heaters

Power & Low Voltage:

- Replace main electrical switchboard
- Replace exterior and interior lighting
- Replace intercom, clock, data, fire alarm, and intrusion alarm systems

Civil & Landscape:

- Correct ADA path of travel issues
- Replace site plumbing systems
- Repair paving, fencing, retaining walls
- Replace stairs and handrails where required
- Modify play structure to meet current code
- Provide ADA outdoor drinking fountains and picnic tables
- Upgrade irrigation system to meet code
- Provide accessible school gardens

Budget allocation will determine which needs can be addressed

Sherman Site Assessment Summary

Architectural & Exterior Envelope:

- Replace roofs
- Refinish exterior trim
- Replace exterior doors
- Replace windows
- Replace or refurbish interior finishes
- Replace casework
- New door hardware
- Upgrade small toilet rooms to ADA compliance
- Replace stage handrails

Structural (Initial Tier 1):

- Tier 1 analysis (checklist) is complete
- Tier 2 (detailed analysis & caics) is in progress
- Voluntary structural upgrade is possible

Mechanical & Plumbing:

- Replace all HVAC with new electric systems
- Replace Classroom Building plumbing systems
- Provide new electric water heaters

Power & Low Voltage:

- Replace main electrical switchboard
- Replace all exterior and interior lighting
- Replace intercom, clock, data, fire alarm, and intrusion alarm systems

Civil & Landscape:

- Correct ADA path of travel issues
- Replace site plumbing systems
- Repair or replace degraded paving
- Replace site fencing and gates
- Replace Kinder-yard canopy
- Replace deteriorating low retaining walls
- Replace stairs and handrails where required
- Provide ADA outdoor drinking fountains and picnic tables
- Replace irrigation system to meet code
- Provide accessible school gardens

Budget allocation will determine which needs can be addressed

TK Classroom Shadow Takeaways



- Outdoor spaces are very important to younger students' and shade/protection is needed
- All TKs/Ks should have restrooms
- Art classroom should be more flexible, larger, and have more storage
- Temperature control is an issue in classrooms but still love the big windows

6th Grade Classroom Shadow Takeaways



- Main Building Classrooms have storage areas designed originally as “coat closets” but without doors they don’t seem to be used for much storage
- In the Main Building it’s a little easier for teachers to walk around class during group work and for students to move around (in a limited manner) when needed. Movement around class seems much harder in the portables and classroom management takes more time
- Science classroom in portables provide very little storage and only one sink. Size is small but utilities are “okay” for this grade level and curriculum. 7th and 8th may need more specific science spaces.
- Art classroom should be more flexible, larger, and have more storage
- Acoustics at MPR are poor so even if more students may be able to fit the noise levels would be very loud! Refrigerators and lunch line take up space in MPR that could be used for more students.
- Stage is used a flexible almost lounge-like space- not sure if that is just a rainy day occurrence.

Program

- Program = List of spaces needed and their size
- OUSD is currently developing a K-8 standard
- HKIT worked with OUSD and MLA to establish a program for both sites and a consolidated MLA site
- We use the District Standards, site visits, classroom shadowing, interviews, benchmarking against previous projects to help develop the program



Building Program Takeaways- Sherman

- Kitchen is undersized & affects space in the MPR
- Most classrooms are slightly undersized with biggest deficit at TK, Kindergarten, and art classrooms
- Restrooms at TK/K needed
- More Admin spaces needed



•8:30 – 9:30

- TK Students & Head To Breakfast
- It's a rainy day and the canopy in TK patio has holes so they're unable to use it today
- Play Time was inside and students were able to spread out around the classroom after choosing an activity

•9:30-10:30

- TK Students are walked by "Maestra" to the Art portable for art class
- The classroom is used by a different teacher after school and furniture is always being rearranged by both teachers
- One teacher uses storage outside the cafeteria since there's not enough space for both in the portable

•10:30 – 1:00

- Snack outside the cafeteria under the overhang to get out of the rain
- No play structure today so back to the classroom
- Play Time was inside and students were able to spread out around the classroom playing
- Lunch time in the cafeteria – TK is the last group to eat
- Nap time. Mats are spread out around the whole classroom

•1:00-2:30

- It stopped raining so outside play time! It's not hot so no need to hide from the sun under the play structure today!
- Story Time
- Gather belongings and go to meet parents waiting outside on the TK patio
- Outdoor Space is great!
- Want to connect outdoor/indoor spaces more with large openings

Building Program Takeaways- Maxwell

- Classrooms are generally small.
'Cost Room' takes up space.
Largest deficit is within science and art classrooms
- More space is needed for Admin
- No indoor PE space
- Kitchen is undersized and affects MPR space



•1st Period 8:30 – 9:46

•The Day for this cohort starts upstairs in the Main Building with Math Class.

•Students sit in groups of 3-4 and class switches between lecture on screen and practice problems on Chrome Books

•Students get up throughout class to get textbooks and return at the end of class

•Teacher walks around class to check in with small group work and offer Assistance

•Morning Recess is inside because of the rain today!

•2nd Period 9:48-10:54

•Cohort moves out to portable for Science and Language Arts

•Class starts with a silent sustained reading period for Language Arts

•Class is doing a science demonstration and observation today – Making Clouds in a Jar. Students retrieve Chrome Books and Mr. Marshall passes out all materials to each table throughout the demonstration including hot water, lit matches, and ice.

•Demonstration is followed by lecture with notes on screen and assignment to record observations. Class then reviews phases of cloud formation

•3rd Period 10:56-12

•Students head back upstairs in the Main Building for Humanities class. Students line up on stairs while they wait for previous class to leave.

•Class starts with a quiet reading period

•A lecture period on ancient civilizations is followed by group work preparing for a project.

•Teacher walks around class checking in with groups and answering questions.

•4th Period 12:00-12:30

•Lunch is only 15 minutes and very fast! Students grab food from the line which is set up out in the MPR. Because it is raining students were able to enjoy the World Cup on a large screen in the MPR. It's very loud.

•6th Graders go back to classrooms for recess because of the rain

•5th Period 12:32 -1:13

•Crew today is focused on Thankful Thursday. Student spend the period writing thank you notes to faculty and staff and delivering them.

•6th Period 1:15 – 2:14

•Students go back outside to a portable for art class. Students sit in groups of 3-4. Today they are reviewing and voting on mural designs for a new mural to go on the new play yard.

•After voting there is a lecture with examples of types of murals. Then students are free to draw. Students volunteer for different jobs throughout the class period to hand out or collect materials

•7th Period 2:16-3:15

•It stopped raining so PE is outside!

Building Program Takeaways- Maxwell Consolidated

- More Admin Space needed
- An additional building would be needed to consolidate all grades at Maxwell campus
- MPR will be undersized and additional lunch periods needed
- If provided, a Gym would need to go on lower yard to be able to fit on campus
- Existing outdoor program spaces would be impacted by additional students



The background of the slide is a grayscale photograph of several interlocking metal gears. The gears are of different sizes and are arranged in a way that creates a sense of depth and mechanical complexity. The lighting highlights the metallic texture and the sharp edges of the gear teeth.

Presentation of Options

Funds

\$32.1 m

Construction Design to budget

Separate Campuses

Construction Design to budget

MAXWELL

SHERMAN

EQUAL SPLIT

\$16.05 m

\$16.05 m

PROPORTIONAL SPLIT
BY # OF STUDENTS

\$20.2 m

\$11.9 m

PROPORTIONAL SPLIT BY
BLDG AREA (Square Feet)

\$20.2 m

\$11.9 m

Combined Campus @ Maxwell Park

Construction Design to Budget

MAXWELL

\$32.1 m

750 +/- students

100%

SHERMAN

\$0 m

0 students

0%


ONE CAMPUS

The following scenarios are examples of work that can be done at the Sherman and Maxwell Park campuses. They represent the “extreme” examples of:

- Modernization of Existing Buildings
- Portable Replacement with New Buildings
- Separate Campuses
- Combined Campus



The purpose is to illustrate the possibilities and not to suggest any final project scope. As we get cost estimates for the different scenarios, we will work with the MLA community to select a combination of work that best meets your needs



**Goal: Gather Feedback
No Final Decisions Today**

Sample Scenario

Renovate Existing Building

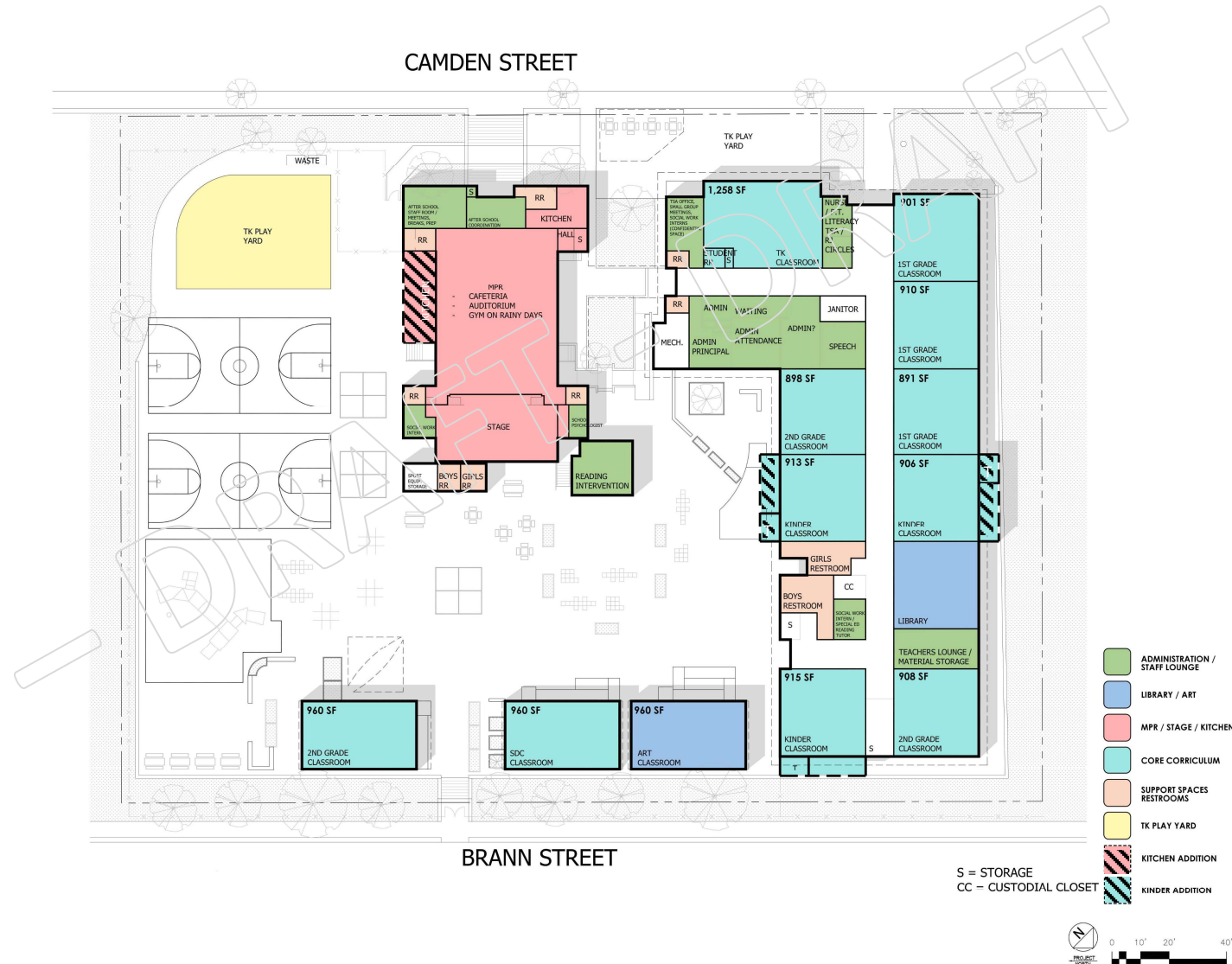
Campuses Remain Separate

Pros:

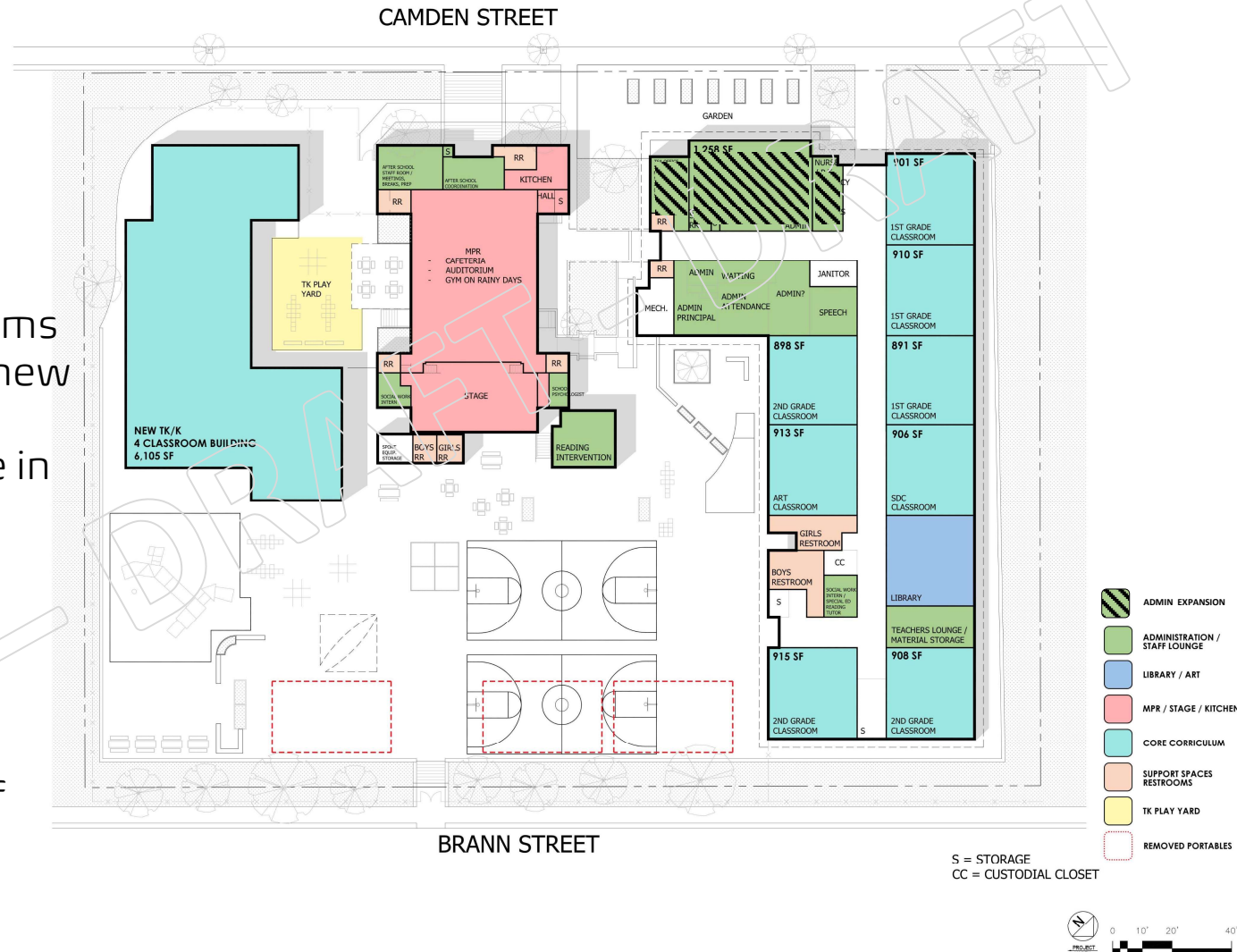
- Budget can all go towards renovation of existing building
- Play yard remains large

Cons:

- No additional admin space
- Portables remain



- Outdoor space gets smaller
- Less money for renovation of existing building



Maxwell Campus

Sample Scenario

Renovate Existing Building

Campuses Remain Separate

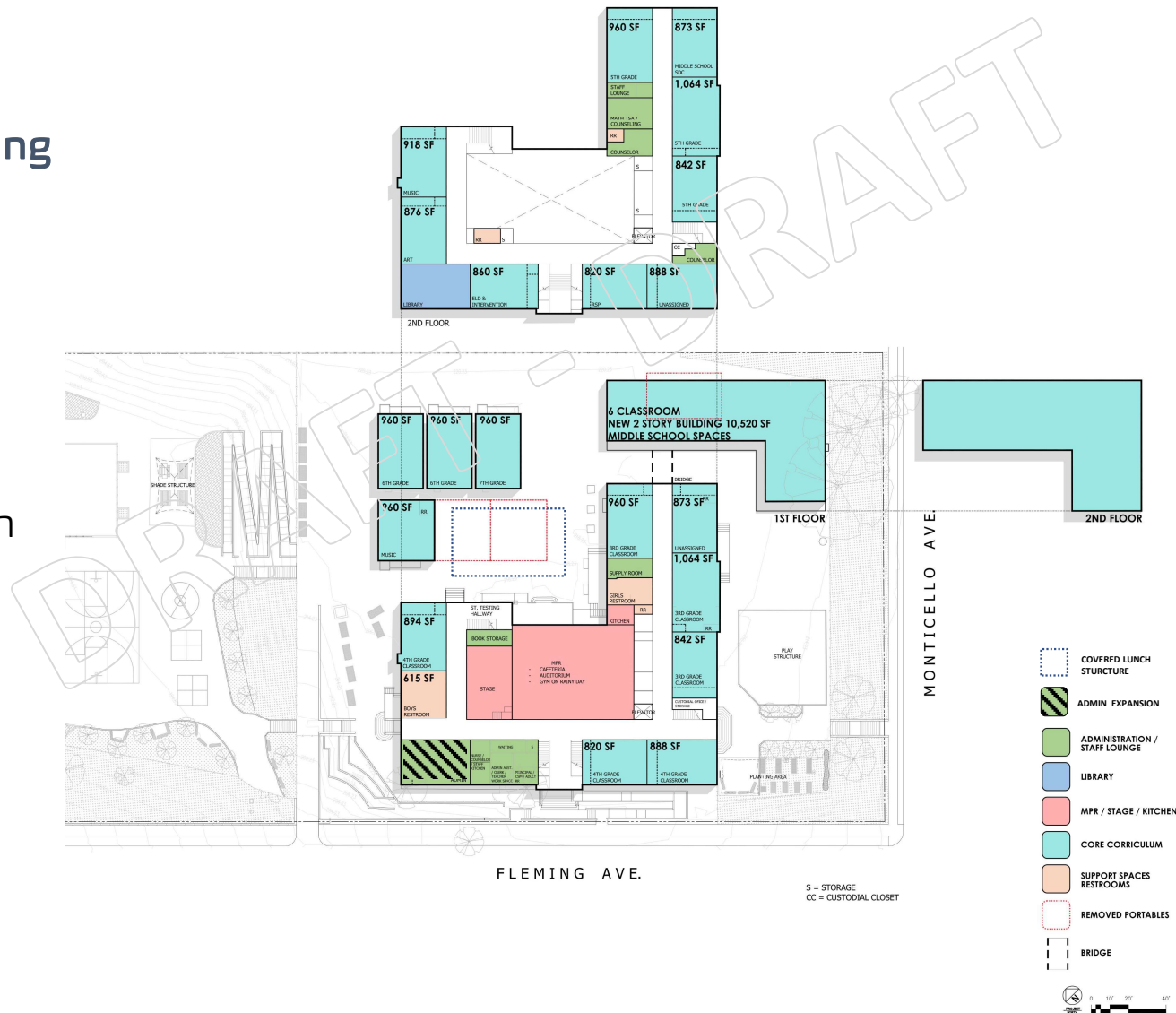
Pros:

- Budget can all go towards renovation of existing building
- Play yard remains large

Cons:

- No additional admin space
- No additional specialized middle school spaces
- Portables remain
- Undersized MPR remains (no additional Gym)





Consolidate Campuses

- Can provide specialized middle school spaces or right-sized TK/K spaces
- Additional Admin Space
- Possible covered eating area
- New TK yard

- No additional MPR space
- Outdoor space gets smaller
- Less money for renovation of existing building
- Lots of families at pick-up and drop-off
- CEQA (California Environmental Quality Act) process required
- All portables remain on campus



Thank You!

