



## MLA PROJECT ADVISORY COMMITTEE MEETING

January 12th, 2023

# Meeting Outcomes

---

- Introductions
  - Please type your name and title in the chat.
- Review first two PAC meetings
- Site Assessment Review
  - Summary of existing conditions and building systems
  - What we learned from classroom shadowing
  - Program deficiencies
- Next Steps



*Melrose*  
**LEADERSHIP  
ACADEMY**

# 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

# Project Budget

---

- **Overall Project Budget: \$49.5M**

Includes Construction DTB, site costs, District soft costs (engineering, plan review, project management, testing, etc).

- **Construction Design-To-Budget (DTB): \$32.1M**

Includes direct construction costs, contingencies, and escalation

- **Program Needs will exceed budget.**
- **Prioritization of Program Needs will be necessary as design options are explored.**

Draft

# Maxwell Site Assessment Summary

## Architectural & Exterior Envelope:

- Replace roofs at portables. Replace skylights at Main Building, replace roof if budget allows.
- Replace existing windows with insulated, operable windows with window coverings.
- Refinish all exterior surfaces while preserving existing murals as desired.
- Replace interior finishes (floors, walls, ceilings) in poor or fair condition, refinish those in good condition.
- Numerous classrooms are significantly undersized; program these spaces for younger students.
- Remove all casework, replace where needed with ADA-compliant casework.
- Provide classroom security locksets, and electric door operators where required.
- Upgrade staff 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 & calcs) is next.
- Voluntary structural upgrade is possible.

## Mechanical & Plumbing:

- Replace the Main Building heating system with a new system that provides heating, cooling, and ventilation. We are studying 3 options, one of the options keeps the existing gas-fired boilers that were replaced in 2020, the other 2 options are electric.
- Replace the Main Building plumbing, sanitary sewer, and storm drainage systems.
- Replace all water heaters with electric heat pump water heaters.

## Power & Low Voltage:

- Replace the main electrical switchboard and consider upgrading for future HVAC and PV loads.
- Replace all exterior and interior lighting. Consider a central battery system for egress lighting.
- Replace all intercom, clock, data, fire alarm, and intrusion alarm systems.

## Civil & Landscape:

- Correct ADA path of travel issues including possible limited regrading and/or replacement of ramp and play area.
- Replace the water, storm drain, and sanitary sewer systems. Review cause of flooding from adjacent church property.
- Repair or replace degraded paving.
- Replace existing fence near adjacent church, and damaged areas at brick retaining wall.
- Replace existing stairs and handrails where required (much of this is part of Living Schoolyard project).
- Replace or modify existing play structure to meet current code.
- Provide accessible outdoor drinking fountains and picnic tables.
- Replace or upgrade existing irrigation system to meet current code.
- Provide accessible school gardens.

## Budget Permitting



# Sherman Site Assessment Summary

## Architectural & Exterior Envelope:

- Replace roofs at MPR, portables, and covered walkways. Replace roof at Classroom Building if budget allows.
- Refinish exterior trim, replace exterior doors.
- Replace existing windows with insulated, operable windows with window coverings.
- Replace interior finishes (floors, walls, ceilings) in poor or fair condition, refinish those in good condition.
- Remove all casework, replace where needed with ADA-compliant casework.
- Provide classroom security locksets.
- Upgrade small toilet rooms to ADA compliance.
- Upgrade door hardware and stage handrails to ADA compliance.

## Structural (Initial Tier 1):

- Tier 1 analysis (checklist) is complete
- Tier 2 (detailed analysis & calcs) is next.
- Voluntary structural upgrade is possible.

## Mechanical & Plumbing:

- Replace the gas-fired campus boiler heating system with a new electric system that provides heating, cooling, and ventilation. We are studying 3 options.
- Replace gas-fired furnaces at portables with electric heat pump units.
- Replace the Main Building plumbing, sanitary sewer, and storm drainage systems.
- Replace all water heaters with electric heat pump water heaters.

## Power & Low Voltage:

- Replace the main electrical switchboard and consider upgrading for future HVAC and PV loads.
- Replace all exterior and interior lighting. Consider a central battery system for egress lighting.
- Replace all intercom, clock, data, fire alarm, and intrusion alarm systems.

## Civil & Landscape:

- Correct ADA path of travel issues including possible limited regrading and ramp replacement.
- Replace the water, storm drain, and sanitary sewer systems.
- Repair or replace degraded paving.
- Replace most site fencing and provide exit devices at gates.
- Replace Kinder-yard canopy.
- Replace deteriorating wood and CMU low retaining walls.
- Replace existing stairs and handrails where required, particularly at Camden Street.
- Provide accessible outdoor drinking fountains and picnic tables.
- Replace the existing irrigation system and provide a new dedicated irrigation water meter.
- Provide accessible school gardens.

## Budget Permitting



# A Day in The Life of TK



- 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

# TK Classroom Shadow Takeaways



- Outdoor spaces are very important to younger students' and shade/protection is needed
- All TKs/Ks should have restrooms
- Younger students use a lot of supplies/manipulatives and more storage is needed
- Art classroom should be more flexible, larger, and have more storage
- More display space!
- Temperature control is an issue in classrooms but still love the big windows

# A Day in The Life of 6<sup>th</sup> Grade



## •1<sup>st</sup> 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!

## •2<sup>nd</sup> 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

## • 3<sup>rd</sup> 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.

## •4<sup>th</sup> 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.
- 6<sup>th</sup> Graders go back to classrooms for **recess** because of the rain

## •5<sup>th</sup> 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.

## •6<sup>th</sup> 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

## •7<sup>th</sup> Period 2:16-3:15

- It stopped raining so PE is outside!

# 6<sup>th</sup> 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 storage and book bags are kept with students on the floor
- Students don’t have lockers but most of their textbooks and Chromebooks seem to stay in the classrooms and passing periods are very short.
- 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. 7<sup>th</sup> and 8<sup>th</sup> may need more specific science spaces.
- Art classroom should be more flexible, larger, and have more storage
- More display space!
- MPR is small but acoustics are also 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 – Work In Progress

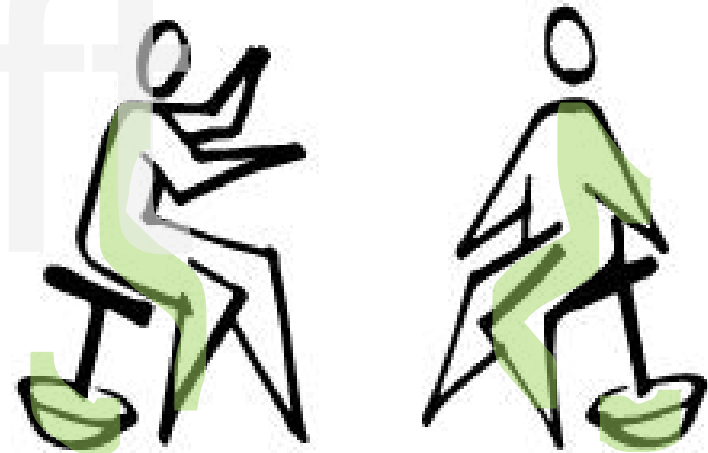
- First pass at program – still a work in progress!
- District is currently developing a K-8 standard
- Program = establishing list of needed spaces and their sizes
- Work with OUSD Standard
- Use experience in previous projects
- Input is needed from MLA & OUSD
- Size of sites and budget will affect program as we move through process
- Only looking at “main” spaces on charts for easier comparison purposes





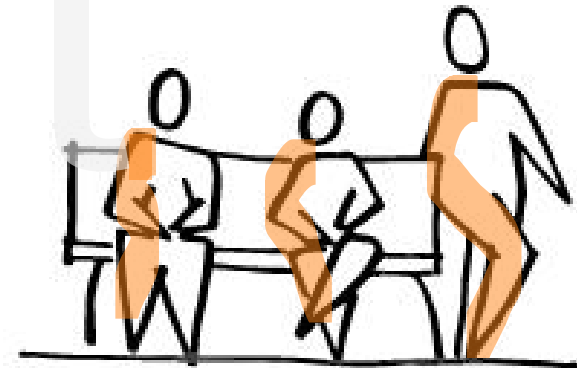
# Building Program Takeaways- Sherman

- MPR is about the right size. Need to confirm what type of kitchen is planned for MLA to determine needs.
- Most classrooms are undersized with biggest deficit at TK, Kindergarten, and art classrooms
- Restrooms at TK/K
- More information is needed on Admin spaces to determine what roles/offices need to be accommodated



# Building Program Takeaways- Maxwell

- Classrooms are generally small but have large storage spaces. Largest deficit is within science and art classrooms.
- More information is needed on Admin spaces to determine what roles/offices need to be accommodated
- No indoor PE space.
- MPR is undersized. Need to confirm what type of kitchen is planned for MLA to determine needs
- Biggest outdoor need is outdoor classroom or larger basketball courts





# Building Program Takeaways- Maxwell Consolidated

- Admin area may be able to be consolidated and be smaller than program is showing currently. Need confirmation of roles/offices
- An additional building would be needed to consolidate all grades at Maxwell campus
- MPR will be even more undersized or additional lunch periods needed.
- Further study is needed but a Gym would likely need to go on lower yard to be able to fit on campus
- Existing outdoor program spaces would be impacted by additional students.



# Next Steps

---

- **Program verification & refinement**
- **Develop design options for Scenarios 1 & 2**

Draft