



OUSD Facilities Planning & Management presents
**Garfield Elementary Capital Bond
Modernization Project**

**Community Engagement Meeting
October 2, 2024**



Meeting Outcome

Agenda

1. Share progress on finalizing project scope of work
2. Describe proposed scope of work for the project and gather Community feedback

1. Project Information
2. Project Progress Update
3. Proposed Project Scope of Work
4. Next Steps



01

Project Information

DEEP Democracy

- * Be Safe, Be responsible, Be respectful. Aloha
- * Raise your hand. —
- * Be Safe with the chairs. Aloha
- * Be inclusive. e
- * One Mic. Aloha
- * Be Caring. Aloha
- * Don't Scare People. Aloha
- * Don't Push, hit, kick. Sochima

Garfield ES Capital Bond Project Overview

PROJECT TYPE: Modernization

PROJECT PHASE: Planning

PROJECT TEAM:

John Esposito, Project Manager

Daniel Ortiz, Project Engineer

PROJECT BUDGET: \$56,700,000

ARCHITECT: Quattrocchi Kwok Architects
(QKA)

Estimates Project Schedule

Planning: Q2 and Q3 2024

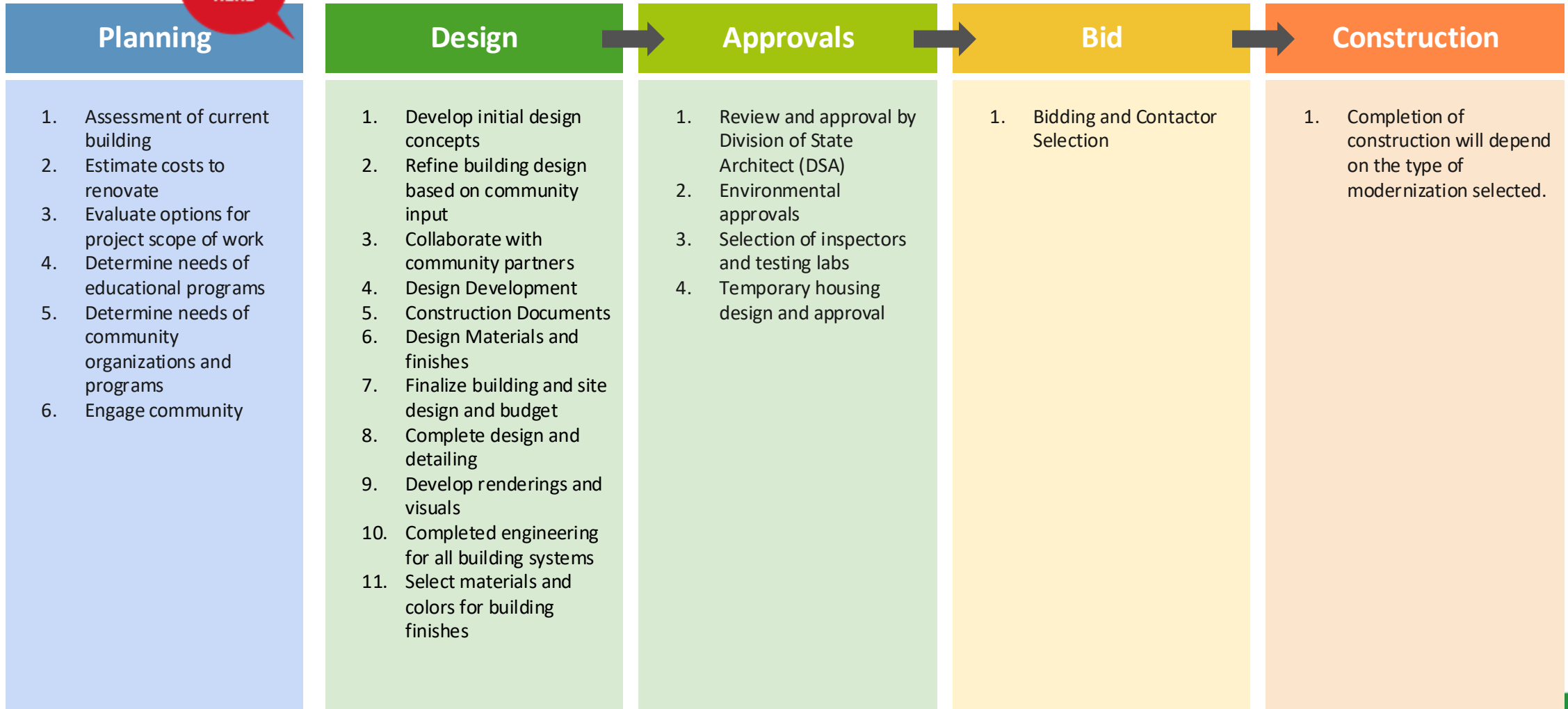
Design: Q3 2024 – Q2 2025

Bidding Period: Q1 2026

**Construction
Period:** Q2 2026 – Q4 2027

Completion: Q4 2027

Project Schedule



Engagement Process Overview

PLANNING 12 - 18 MONTHS

- ❑ Start-of-Phase Meeting
- ❑ School Site Leadership Kick-Off
- ❑ A/E Selection Process
- ❑ Team-wide Planning Phase Kick-Off
- ❑ School Site and District Leadership Project Overview
- ❑ Engagement Planning Session

Community Engagement

- ❑ PAC Engagement Advisory Meeting
- ❑ Student & Teacher/ School Community Engagement (meetings, surveys, and activities)
- ❑ Community-wide Engagement: (meetings and surveys)

- ❑ End-of-Phase Meeting
- ❑ + Monthly check-in meetings with School Site Leadership.

DESIGN 12 - 14 MONTHS

- ❑ Start-of-Phase Meeting
- ❑ School Site Leadership Kick-Off

Community Engagement

- ❑ PAC Engagement Advisory Meeting
- ❑ Student & Teacher/ School Community Engagement:
 1. Concept activity
 2. Schematic activity
 3. Design Development activity
 4. Final Drawings review
- ❑ Community-wide Engagement:
 1. Concept meeting
 2. Schematic meeting
 3. Design Development meeting
 4. Final Drawings review

- ❑ End-of-Phase Meeting
- ❑ + Monthly check-in meetings with School Site Leadership.

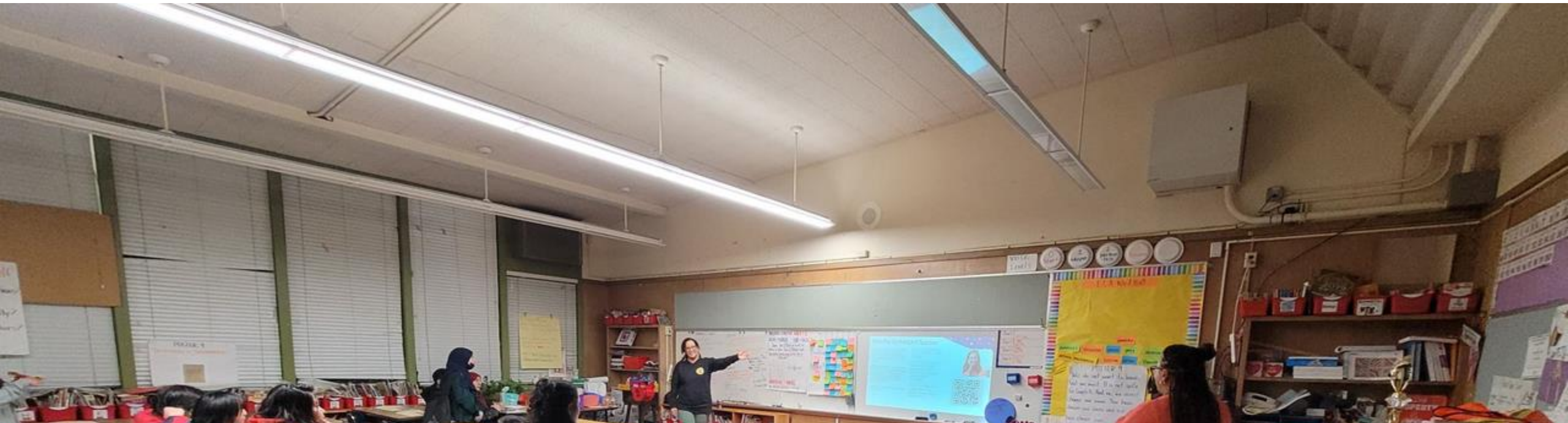
CONSTRUCTION 16 - 24 MONTHS

- ❑ Start-of-Phase Meeting
- ❑ School Site Leadership Kick-Off

Community Engagement

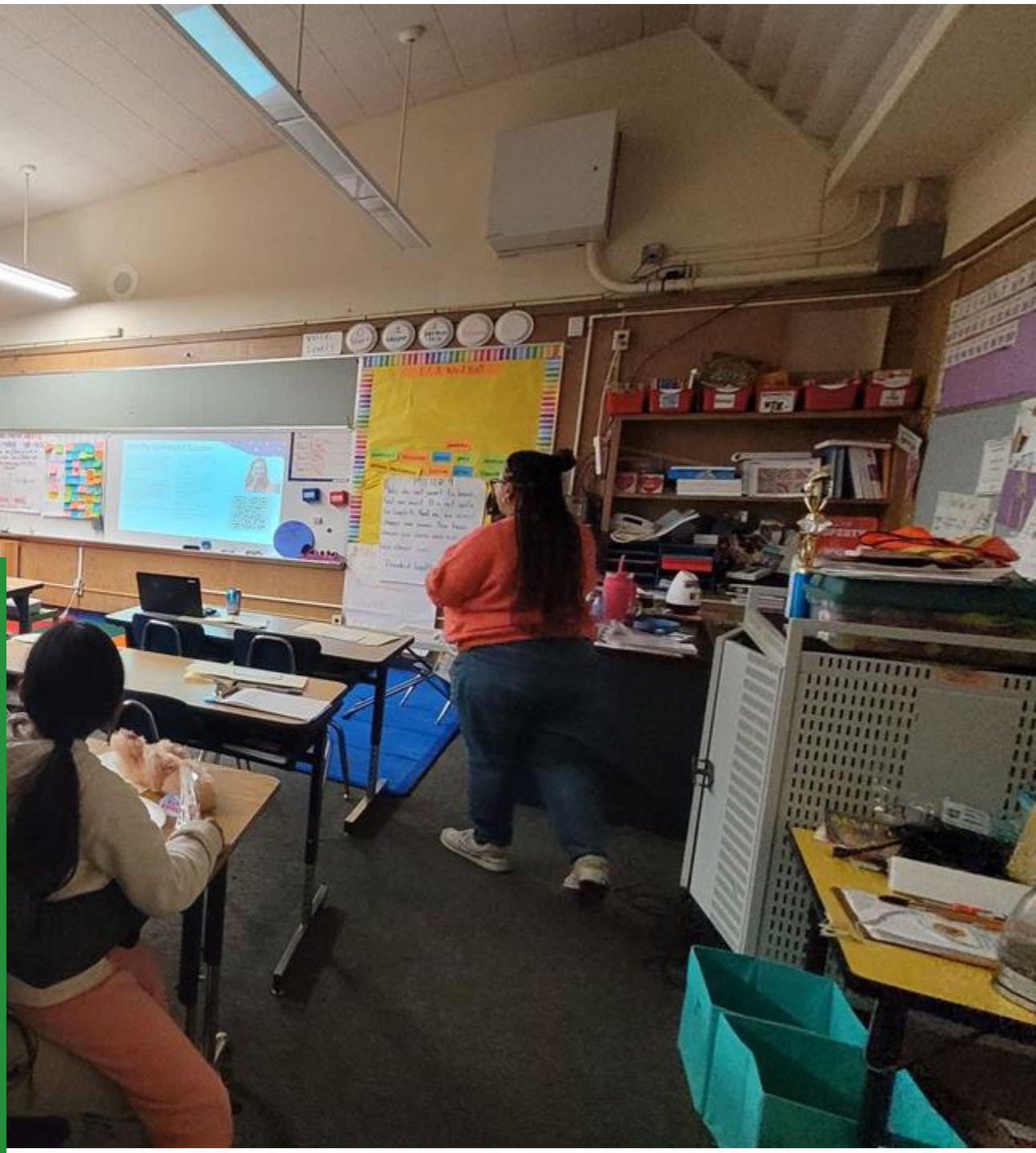
- ❑ Groundbreaking Planning
- ❑ Groundbreaking Ceremony
- ❑ School Community-wide Engagement: Spring/Fall Construction update meetings 1, 2, 3, and 4.
- ❑ Ribbon Cutting Planning
- ❑ Ribbon Cutting Ceremony

- ❑ End-of-Phase Meeting
- ❑ + Weekly check-in meetings with School Site Leadership.



02

Progress Updates



Education Programmatic Needs

The site leaders and various OUSD departments shared the following needs for the Educational and Community Programs at the site:

- Expansion of the Family Resource Center
- Renovation of the Multi-Purpose Room/Auditorium, including upgrades to lighting and sound systems
- Enhancement of Transitional Kindergarten and Special Education Facilities
- Creation of new landscaping and play areas to enhance the connection to the outdoors
- Establishment of dedicated spaces for Science, Art, and Music Programs
- Provision of flexible spaces suitable for teaching small groups.



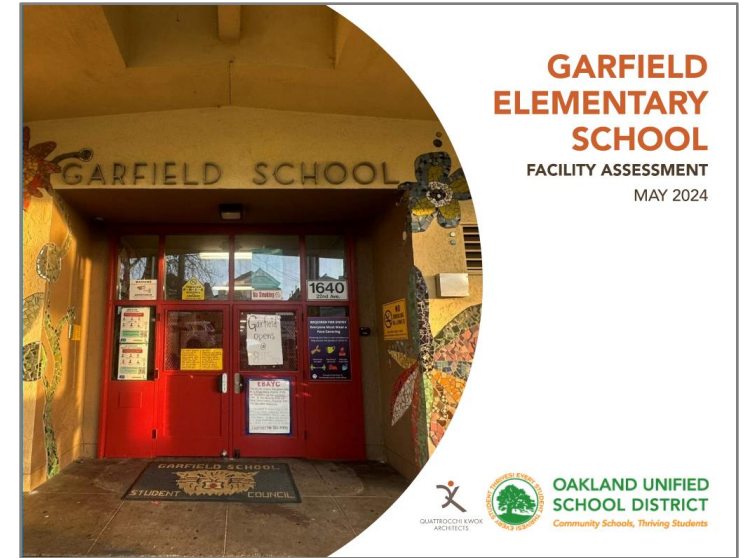
Facility Assessment

Primary goal is to evaluate the physical condition of Garfield Elementary School and to identify physical, health, fire, life safety, and accessibility issues.

Assessment Goals:

1. Equitable Learning Opportunities
2. Equitable Access
3. Interior Aesthetics and Space Quality
4. Building Systems
5. Electrical Systems
6. Structural Integrity
7. Indoor-Outdoor Connection
8. Site and Exterior Quality
9. Safety and Security

Completed in Spring of 2024



LEARNING SPACES ASSESSMENT SUMMARY		1	2	3	4	5	N/A
Equitable Learning Opportunities							
Building A							
Building B							
Equitable Access							
Interior Aesthetics and Space Quality							
Building A							
Building B							
Mechanical and Plumbing Systems							
Electrical Systems							
Indoor-Outdoor Connection							
Building A							
Building B							
Safety and Security							

Completed Community Engagement

Meeting	Main Agenda Items	Date
Site Administration Kick-Off	<ol style="list-style-type: none"> 1. Discuss Community Engagement process and approach for the project. 2. Review project schedule and required meetings. 3. Finalize Community Meeting Schedule. 	2/5/2024
Teacher & Admin Committee Meeting #1	<ol style="list-style-type: none"> 1. Overview of Project scope and timeline. Review of Community Engagement strategy. 2. Discuss facilities needs for educational programs at Garfield ES 3. Discuss Facilities needs for community programs and partners. 	2/20/2024
Teacher Survey	<ol style="list-style-type: none"> 1. Gather Teacher input on specific questions regarding facilities needs for educational and community programs 	3/25/2024
Project Advisory Committee Meeting #1	<ol style="list-style-type: none"> 1. Overview of Project scope and timeline. 2. Discuss plans for community engagement throughout the project. 3. Plan Community Meeting 	04/10/2024
Teacher & Admin Committee Meeting #2	<ol style="list-style-type: none"> 1. Review proposed options including pros, cons and budget. 2. Provide input and feedback to inform decision making. 	4/16/2024
Community Meeting #1	<ol style="list-style-type: none"> 1. Overview of project scope and timeline as well as community engagement plan. 2. Gather feedback on community priorities for the project (May also include community survey). 	4/23/2024
Project Advisory Committee #2	<ol style="list-style-type: none"> 1. EBAYC Presentation of Design Ideas for the Family Resource Center 	8/28/2024
Teacher & Admin Committee Meeting #3	<ol style="list-style-type: none"> 1. Close of Planning Phase: Review of Design Principles, Community Feedback, Scope of Work and Budget 2. Staff Input on initial design concepts: Admin area, all access restrooms, Family Resource Center, library 	9/24/2024

Teacher and Staff Priorities

- Modernized spaces to replace worn-out finishes and provide air conditioning
- Special Education classrooms and support spaces located together and designed to meet program needs
- Renovate restrooms to make safer and more inclusive
- Provide appropriate spaces for Art, Music and other enrichment programs
- Appropriate Classrooms for Transitional Kindergarten
- Upgraded Family Resource Center
- Improvements to Kitchen and MPR to better serve Students and Community
- Renovated Playground to improve safety and accessibility and provide green spaces for students and community
- Displays and other features to welcome students and families from diverse backgrounds

Community Meeting

- Introduction of Project Development and Community Engagement Process
- Review of Assessment work completed, and input received from Staff and Teachers
- Interactive Discussion of Project Scope and Community Priorities



Input on Priorities for Scope of Work

- 10 potential areas of work for the Modernization project
- Colored Dot Voting on which areas would have the greatest impact at Garfield ES
- +/- 800 votes
- 5 highest ranked

105



Improved Family Resource Center with dedicated entry

101



Upgrade restrooms to be cleaner, safer and more comfortable

94



Upgrade playground to be more accessible, safer and new play structures

90



Upgrade lighting, heating, cooling and electrical systems

87



Improved kitchen and serving area

HOW WOULD MODERNIZED SPACES CONTRIBUTE TO THE CULTURE, VALUE, AND IDENTITY OF THE GARFIELD ES COMMUNITY?

Beautify front entrance
and make more
welcoming

More
colors

Space for parents
and kids

More security,
more health

Images that
celebrate cultural
languages

Happier to come to
school

More access to
learn comfortably

Improve multi-purpose
room for sports and sound
system

HOW WOULD MODERNIZED SPACES SUPPORT TEACHING AND LEARNING?

More digital technology

Space for mental health access

AV systems

Air conditioning would make students more comfortable

Permanent Library with diverse books

The students concentrate more on their classes

Fun activity spaces (clubs)

Special Ed feels more left out - more help

HOW WOULD CHANGES TO THE OUTDOOR SPACES ENHANCE THE STUDENT EXPERIENCE?

More space for kids playing sports

More equipment and activities

Separate spaces for younger students

More secure

Shade and rain coverings at playground

Students are going to be happier

Kids would feel better connected with nature

Make more attractive to families from the outside

Table Talk

What did you hear from the Community Meeting that was most impactful?

Was there anything that wasn't mentioned that you think is important?

Project Design Principles to Inform Design Choices



Inclusivity and Accessibility:

The design approach should reflect and respect the diverse backgrounds of the student population and support the sharing of resources, programs, and spaces to integrate with the local culture and community values. Upgraded facilities should also integrate Universal Design principles so the campus can be accessible to all. Most of all Garfield ES should be a place of pride and celebration of the unique community it serves.



Flexibility and Adaptability:

Reconfiguration of learning spaces and common areas for different activities and future needs enhances functionality and creates environments that can evolve with educational advancements. Innovative organization of spaces encourages exploration, creativity, and hands-on learning to support and enhance collaboration.



Sustainability, Health, and Well-being:

Upgrades to lighting, insulation, and HVAC systems improve energy-efficiency and healthy indoor air quality. Efficient ergonomic design, abundant natural light in classrooms and common areas, create comfortable learning and teaching experiences and enhance indoor environmental quality.



Outdoor Learning and Play:

Green spaces and hardscapes advance innovative and functional outdoor learning spaces enhancing educational experiences. Safe, engaging, and age-appropriate playground equipment provides recreational on-campus spaces encouraging physical activity and promoting social interaction.

Project Scope Options



LOWER LEVEL AT BLOCK A & B



LOWER LEVEL AT BLOCK C



OPTION 0



LOWER LEVEL



OPTION 2

- Design Team developed multiple options to explore different ways of meeting project goals
- Evaluated Pro's and Con's of each Option
- Developed Cost Estimate of each Option to compare to project budget



LOWER LEVEL



OPTION 1



UPPER LEVEL



LOWER LEVEL

OPTION 3

Option 0



LOWER LEVEL AT BLDG A & B



LOWER LEVEL AT BLDG C



\$50 – 60 Million

- Modernization of existing spaces in current configuration
- Addresses deficiencies identified in Facility Assessment such as HVAC systems, finishes, restrooms, roofing, kitchen upgrades, etc.
- Structural upgrade of existing buildings to meet current code including additional steel braced frames and repair of MPR floor framing.
- Does not improve spaces to better support educational and community programs

Option 1



\$55 – 65 Million

- Option 0 Scope of Work
- Reconfiguration of some spaces to meet programmatic needs
- TK Classrooms
- Co-located Special Ed Classrooms with support
- Improved Admin and Entry
- Expanded Library
- Art and Music Classrooms
- Family Resource Center with dedicated Entry
- Temporary Housing during construction

Recommended Option 1

LEGEND

-  (E) ROOMS
-  (N) ROOMS IN (E) BUILDING
-  (N) BUILDING
-  ADMIN/STAFF/STUDENT SERVICES ROOM
-  SMALL GROUP BREAKOUT ROOM
-  COMMUNITY ROOM
-  RESTROOM
-  ACTIVE PLAY
-  PASSIVE PLAY
-  NATURE/GARDEN
-  OUTDOOR DINING
-  OUTDOOR LEARNING



LOWER LEVEL AT BLDG C



Recommended Option 1 Scope of Work

- Modernized Multi-Purpose Room
- Updated Kitchen and Serving Area
- Modernized Classrooms
- Expanded TK and Special Ed Classrooms
- New Playground and Courtyard surfaces and equipment
- Dedicated Family Resource Center
- Temporary housing during construction
- Reconfigured office and support spaces
- Expanded Library

Design Principles



Inclusivity and Accessibility:

The design approach should reflect and respect the diverse backgrounds of the student population and support the sharing of resources, programs, and spaces to integrate with the local culture and community values. Upgraded facilities should also integrate Universal Design principles so the campus can be accessible to all. Most of all Garfield ES should be a place of pride and celebration of the unique community it serves.



Flexibility and Adaptability:

Reconfiguration of learning spaces and common areas for different activities and future needs enhances functionality and creates environments that can evolve with educational advancements. Innovative organization of spaces encourages exploration, creativity, and hands-on learning to support and enhance collaboration.



Sustainability, Health, and Well-being:

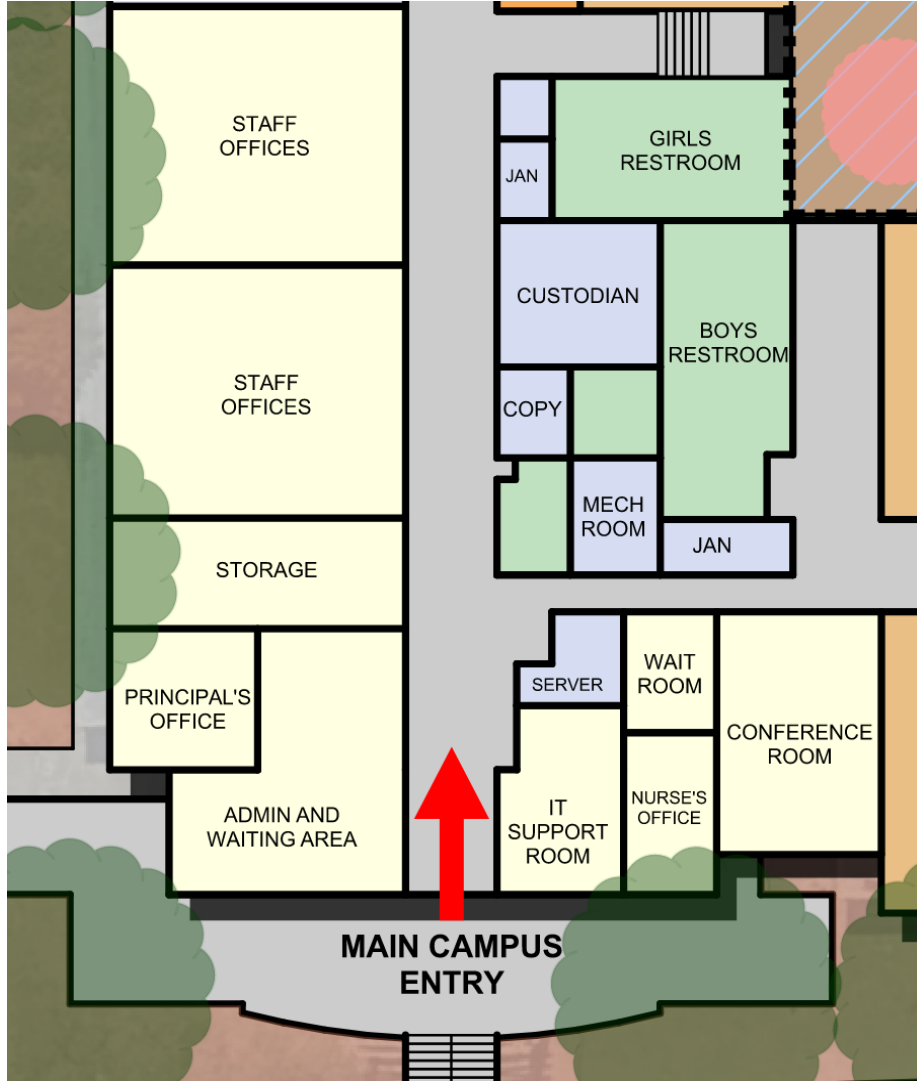
Upgrades to lighting, insulation, and HVAC systems improve energy-efficiency and healthy indoor air quality. Efficient ergonomic design, abundant natural light in classrooms and common areas, create comfortable learning and teaching experiences and enhance indoor environmental quality.



Outdoor Learning and Play:

Green spaces and hardscapes advance innovative and functional outdoor learning spaces enhancing educational experiences. Safe, engaging, and age-appropriate playground equipment provides recreational on-campus spaces encouraging physical activity and promoting social interaction.

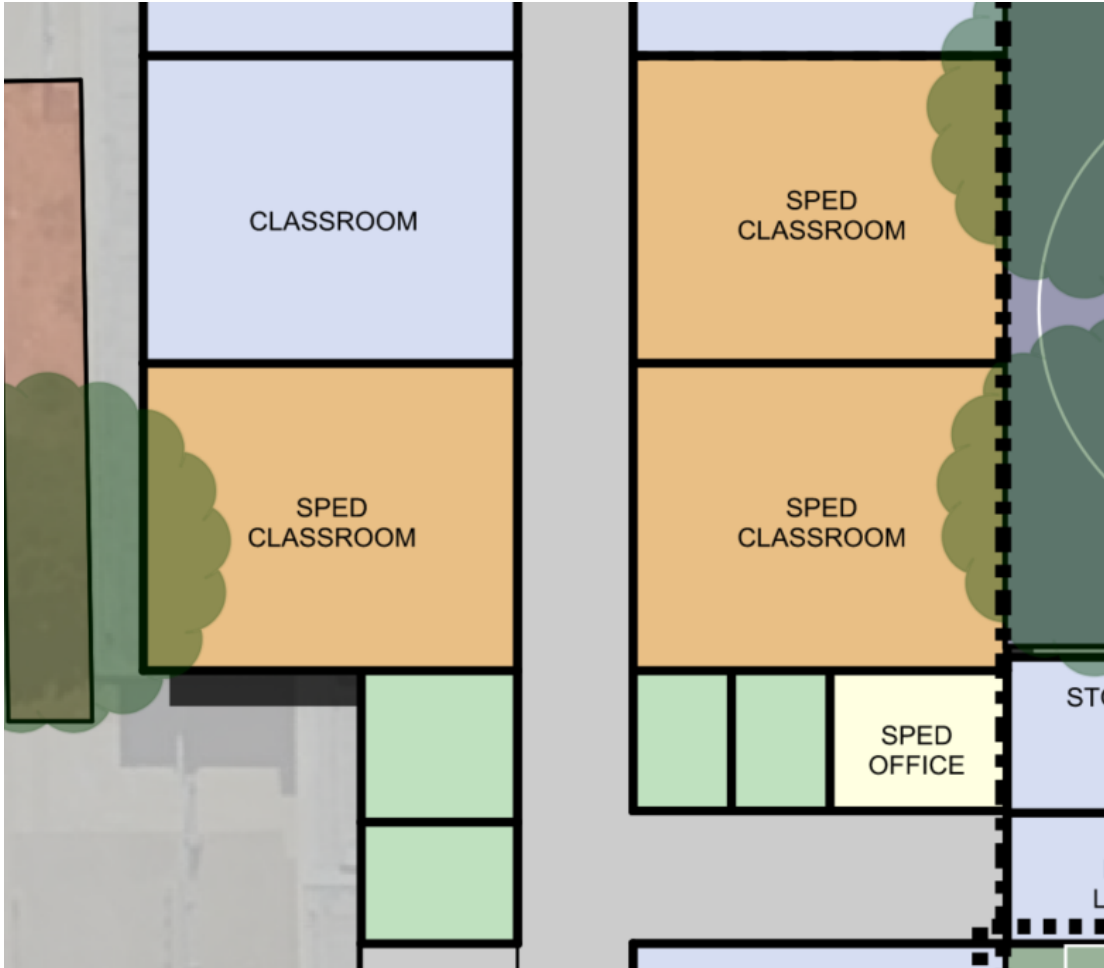
Inclusivity and Accessibility



MAIN LEVEL

- Re-designed entry lobby and student support core to allow for opportunities to display school pride.
- Upgrading all restrooms to be accessible
- All access multi-occupancy restrooms
- Replace wheelchair lift at MPR with new lift or ramp
- New accessible ramps at courtyard to connect classrooms to playground

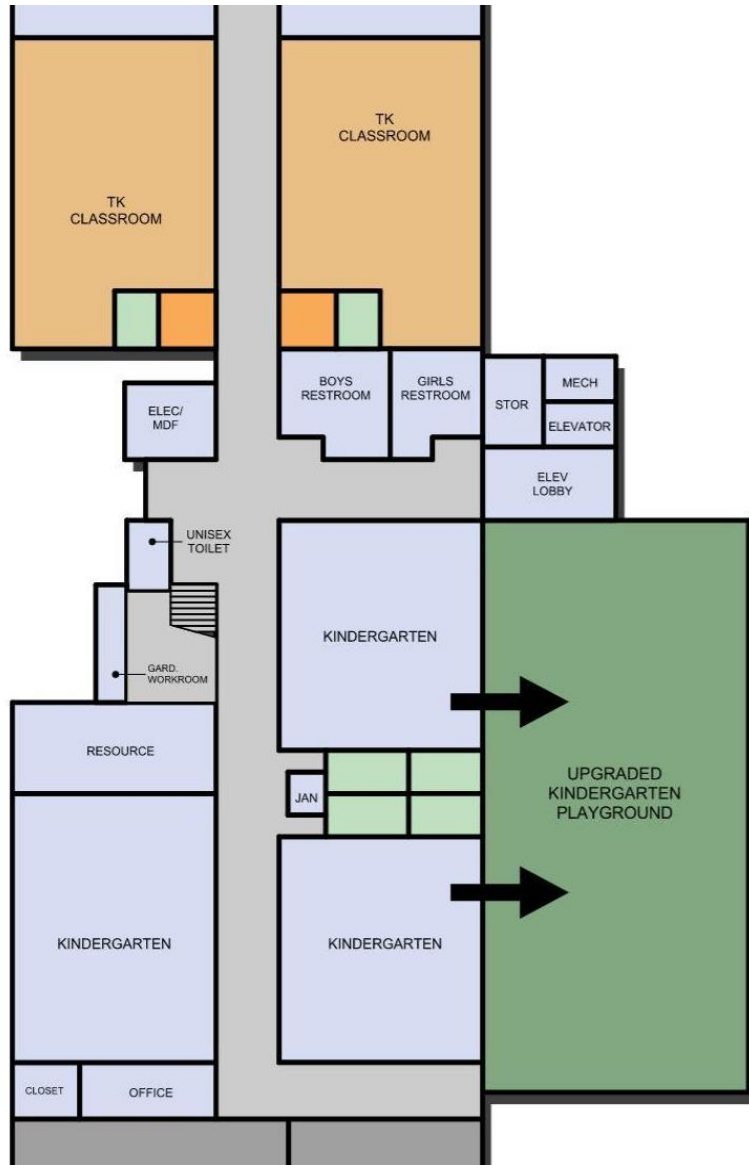
Inclusivity and Accessibility



- Dedicated Special Education Classrooms on both building levels
- Centrally located Special Ed support, office space and restrooms

MAIN LEVEL

Inclusivity and Accessibility



- 2 Dedicated TK Classrooms with adjacent restrooms
- Modernized Kindergarten Classrooms
- On Grade access to TK/K Playground separated from main play area

LOWER LEVEL

Design Principles



Inclusivity and Accessibility:

The design approach should reflect and respect the diverse backgrounds of the student population and support the sharing of resources, programs, and spaces to integrate with the local culture and community values. Upgraded facilities should also integrate Universal Design principles so the campus can be accessible to all. Most of all Garfield ES should be a place of pride and celebration of the unique community it serves.



Flexibility and Adaptability:

Reconfiguration of learning spaces and common areas for different activities and future needs enhances functionality and creates environments that can evolve with educational advancements. Innovative organization of spaces encourages exploration, creativity, and hands-on learning to support and enhance collaboration.



Sustainability, Health, and Well-being:

Upgrades to lighting, insulation, and HVAC systems improve energy-efficiency and healthy indoor air quality. Efficient ergonomic design, abundant natural light in classrooms and common areas, create comfortable learning and teaching experiences and enhance indoor environmental quality.

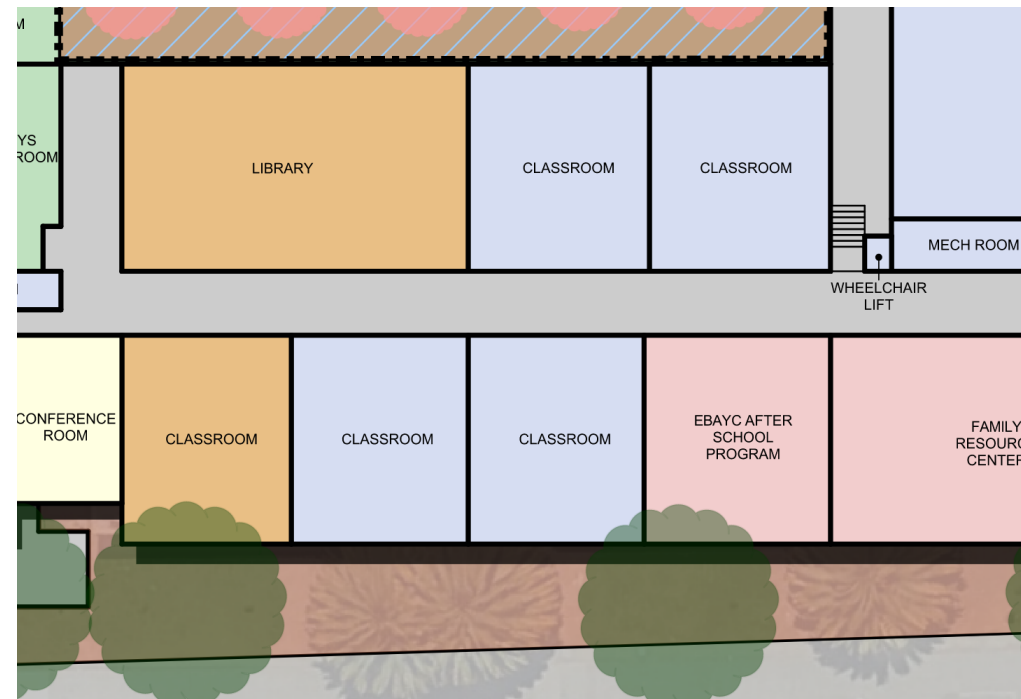
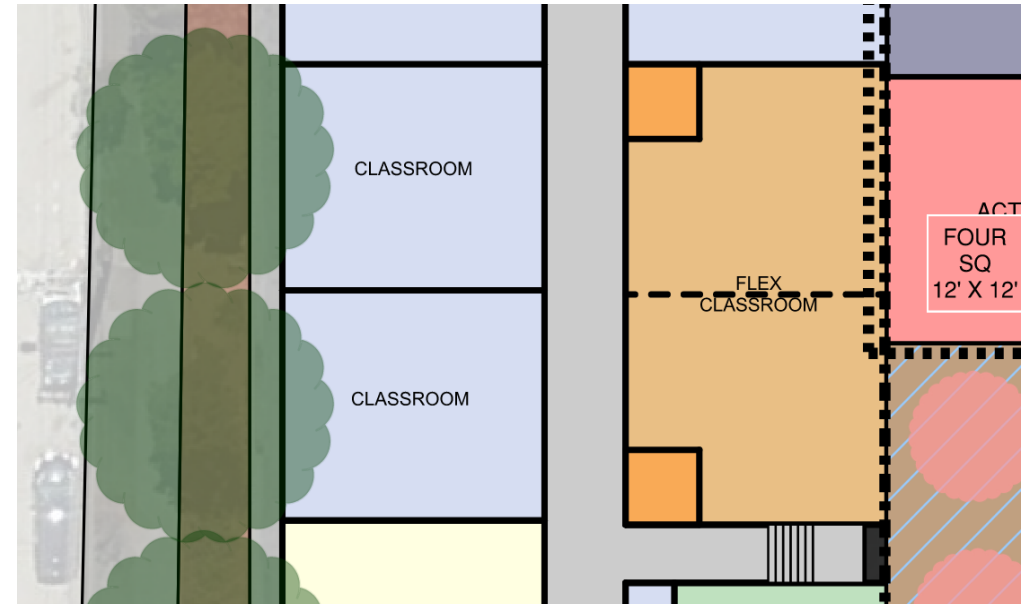


Outdoor Learning and Play:

Green spaces and hardscapes advance innovative and functional outdoor learning spaces enhancing educational experiences. Safe, engaging, and age-appropriate playground equipment provides recreational on-campus spaces encouraging physical activity and promoting social interaction.

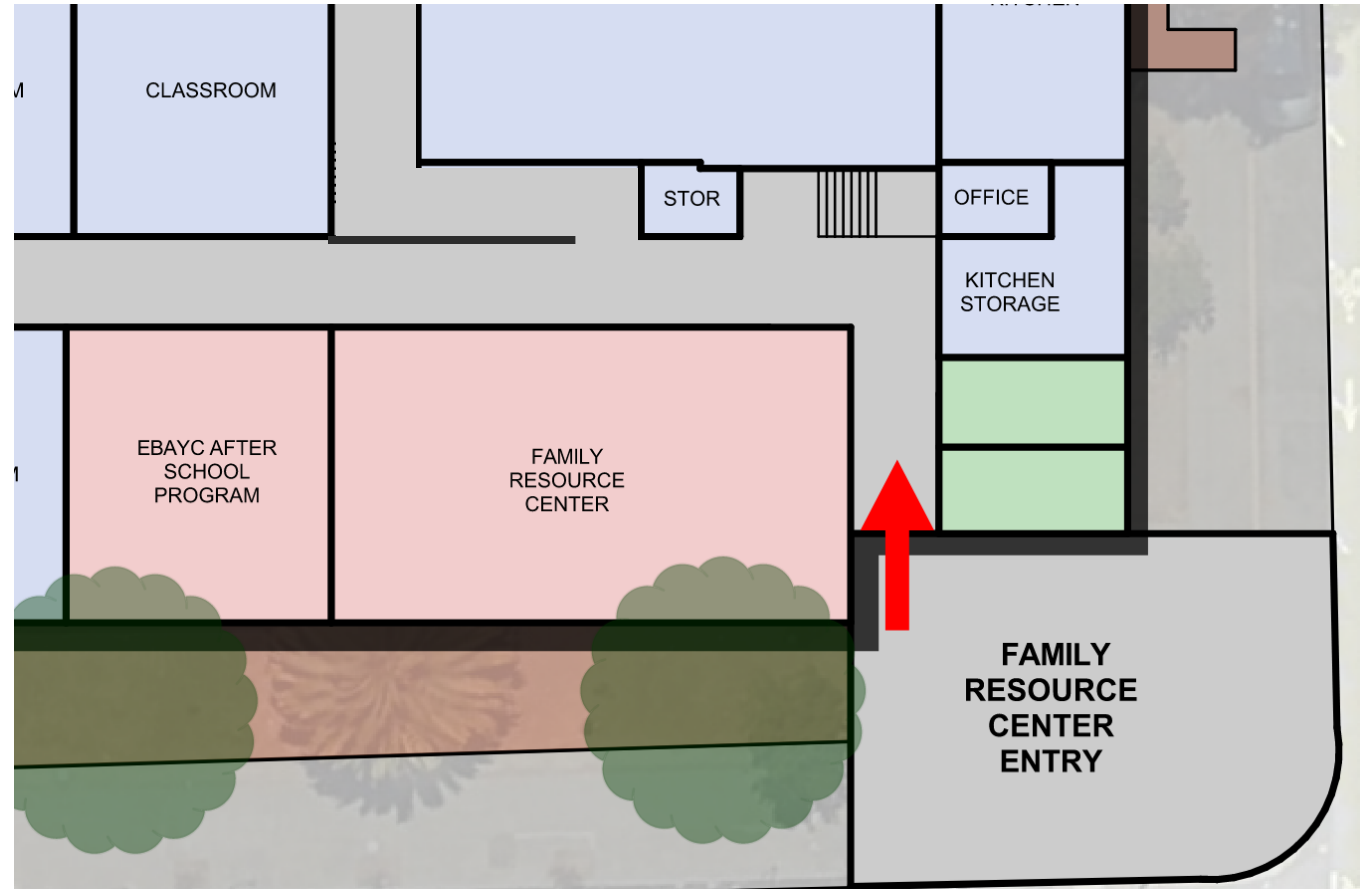
Flexibility and Adaptability

- Reconfiguration of the existing rooms to accommodate an updated building program
- Flex Classrooms to support programs such as makerspace, science classes, cooking classes, after school programs, etc.
- Expanded Library with flexible layout to support educational and community uses
- Small Group rooms for support programs



Family Resource Center

- Dedicated and re-configured entry at corner of Foothill and 22nd Ave
- 3,000+ sf of dedicated space to support EBAYC and Family Resource Center Programs
- Layout and Design to be coordinated with EBAYC Team to meet their needs
- Access to restrooms and modernized MPR



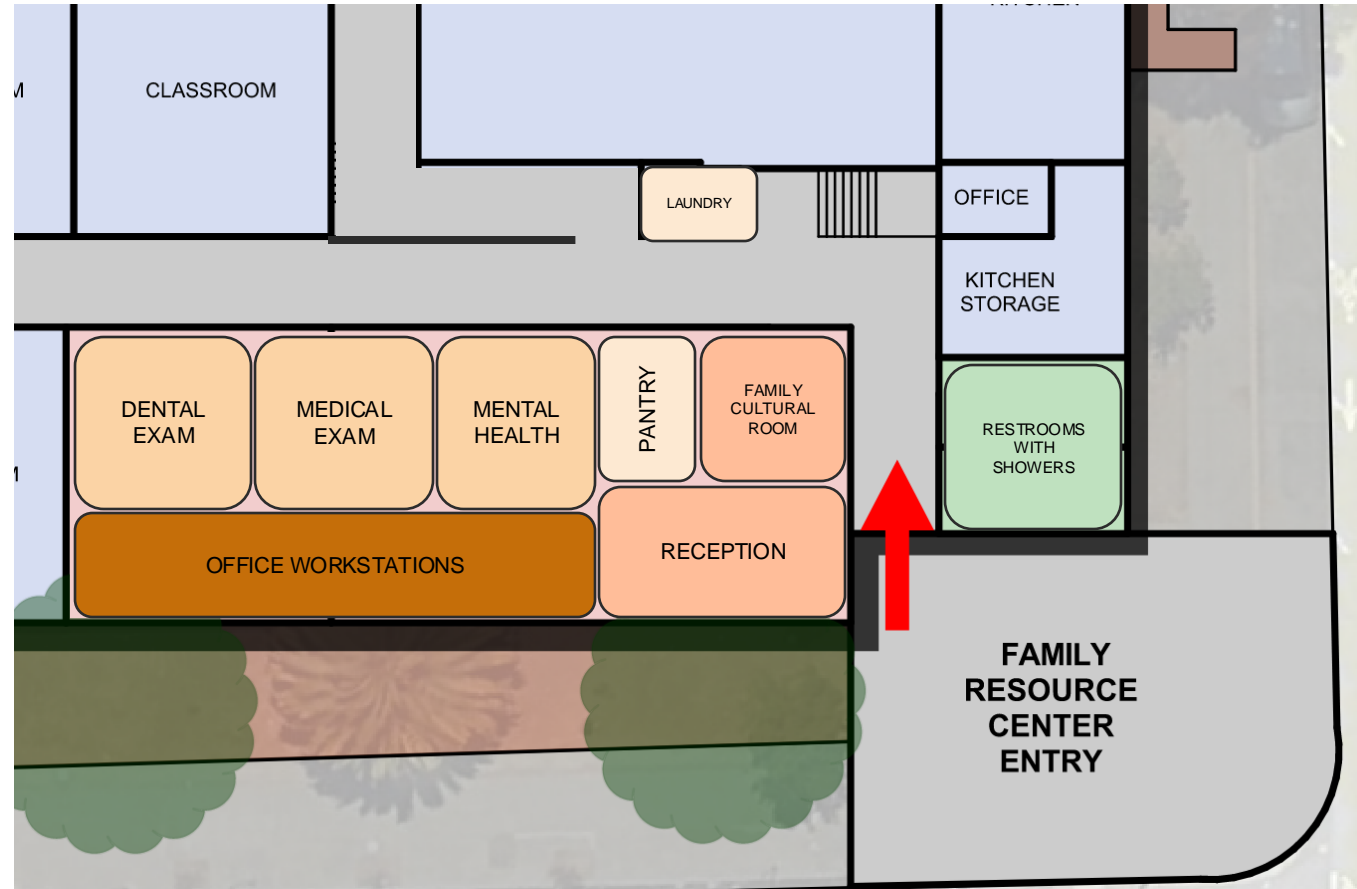
Family Resource Center – Programmatic Needs

- Lobby and reception area, including Family Cultural Room
- EBAYC Offices
- Family needs services, including laundry room, walk-in closet, pantry room
- Health-Related Services, including medical exam rooms, dental exam rooms, mental health and counseling services
- Toddler care for ages 0-5
- Communal kitchen
- Gathering space



Family Resource Center – Dedicated Spaces

- Welcoming lobby and reception area that celebrates family and culture
- EBAYC Offices
- Family Services, including laundry room, walk-in closet, pantry room
- Health-Related Services, including medical exam rooms, dental exam rooms, mental health and counseling services



Family Resource Center – Shared Spaces

- Modernized classrooms could be shared with the school for daycare program
- Modernized Multi-Purpose Room will serve EBAYC needs for a kitchen and large gathering space
- New conference room as part of school modernization

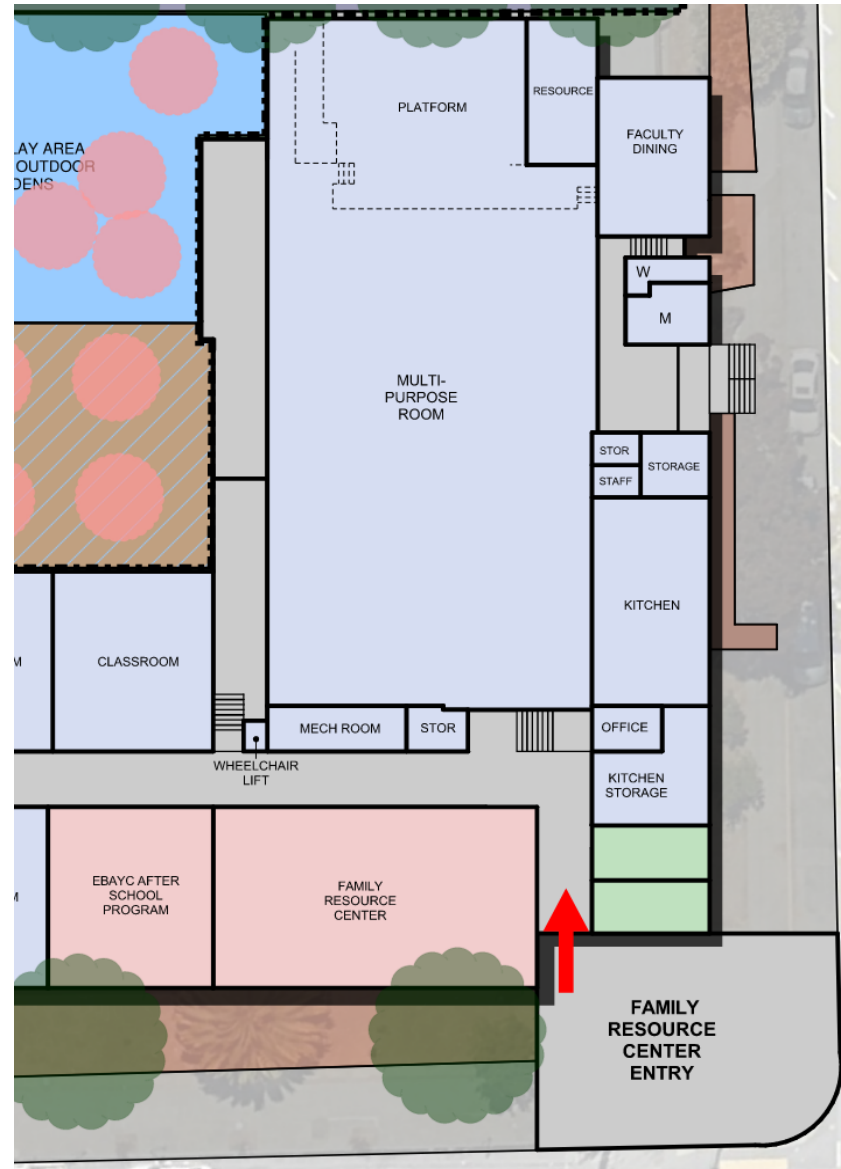


Table Talk

Will the proposed Family Resource Center location serve families well?

Do the proposed spaces support the services and programs that are most important?

Design Principles



Inclusivity and Accessibility:

The design approach should reflect and respect the diverse backgrounds of the student population and support the sharing of resources, programs, and spaces to integrate with the local culture and community values. Upgraded facilities should also integrate Universal Design principles so the campus can be accessible to all. Most of all Garfield ES should be a place of pride and celebration of the unique community it serves.



Flexibility and Adaptability:

Reconfiguration of learning spaces and common areas for different activities and future needs enhances functionality and creates environments that can evolve with educational advancements. Innovative organization of spaces encourages exploration, creativity, and hands-on learning to support and enhance collaboration.



Sustainability, Health, and Well-being:

Upgrades to lighting, insulation, and HVAC systems improve energy-efficiency and healthy indoor air quality. Efficient ergonomic design, abundant natural light in classrooms and common areas, create comfortable learning and teaching experiences and enhance indoor environmental quality.



Outdoor Learning and Play:

Green spaces and hardscapes advance innovative and functional outdoor learning spaces enhancing educational experiences. Safe, engaging, and age-appropriate playground equipment provides recreational on-campus spaces encouraging physical activity and promoting social interaction.

Sustainability, Health, and Well-Being



- Comprehensive structural upgrades
- Repair of building B facade
- Removal and replacement in kind for the main roof
- Replacement of gas fired furnace with split heat pump system including air conditioning and improved ventilation
- Cold-water piping to be replaced
- New intrusion system devices to be installed
- Electrical, lighting, fire alarm and communication systems/fixtures to be upgraded or replaced in kind where required.
- Increase in window area per room in building B

Design Principles



Inclusivity and Accessibility:

The design approach should reflect and respect the diverse backgrounds of the student population and support the sharing of resources, programs, and spaces to integrate with the local culture and community values. Upgraded facilities should also integrate Universal Design principles so the campus can be accessible to all. Most of all Garfield ES should be a place of pride and celebration of the unique community it serves.



Flexibility and Adaptability:

Reconfiguration of learning spaces and common areas for different activities and future needs enhances functionality and creates environments that can evolve with educational advancements. Innovative organization of spaces encourages exploration, creativity, and hands-on learning to support and enhance collaboration.



Sustainability, Health, and Well-being:

Upgrades to lighting, insulation, and HVAC systems improve energy-efficiency and healthy indoor air quality. Efficient ergonomic design, abundant natural light in classrooms and common areas, create comfortable learning and teaching experiences and enhance indoor environmental quality.



Outdoor Learning and Play:

Green spaces and hardscapes advance innovative and functional outdoor learning spaces enhancing educational experiences. Safe, engaging, and age-appropriate playground equipment provides recreational on-campus spaces encouraging physical activity and promoting social interaction.

Outdoor Learning and Play



- Safe bike parking for the faculty and students
- New accessible play structures
- Retaining walls to be replaced with accessible ramp system
- Access to nature throughout play areas
- Options in levels of social interaction, from active play, to individual activities

Cost Estimate

Construction Cost Estimate			
Category	%	\$	
Structural Upgrade	11.0%	\$	4,653,000
Exterior Enclosure and Roof	15.0%	\$	6,345,000
Interior Finish Upgrades	16.5%	\$	6,979,500
Interior Reconfiguration	2.5%	\$	1,057,500
Plumbing, Fire Protection and HVAC	18.9%	\$	7,994,700
Electrical Systems	17.7%	\$	7,487,100
Site Improvements	16.2%	\$	6,852,600
Miscellaneous	2.2%	\$	930,600
Estimated Construction Cost	100.0%	\$	42,300,000
Temporary Portable Classrooms		\$	1,300,000
Total Project Construction Costs (incl. escalation allowance)		\$	43,600,000
Total Project Costs			
Estimated Soft Cost (Design, Engineering, Permits, Project Management, Contingency, etc.)	30%	\$	13,080,000
Estimated Total Project Cost		\$	56,680,000

Proposed Next Steps - Project Engagement

Meeting	Main Agenda Items	Date
Community Meeting #2	<ol style="list-style-type: none"> 1. Close of Planning Phase: Review of Design Principles and Community Feedback 2. Discussion of scope of work, options, budget 	October 2, 2024
Teacher and Admin Small Group Meetings	<ol style="list-style-type: none"> 1. Collect input from relevant teachers, staff and partners on designs for Administration and support staff spaces, Library, Special Education, Family Resource Center, Temporary Housing and Play areas 	October 2024
Teacher & Admin Committee Meeting #4	<ol style="list-style-type: none"> 1. Staff input on proposed Schematic Design initial design concepts: Layout and configuration of spaces, playground concepts and needs, Temporary Housing and Family Resource Center 	October 21, 2024
Community Meeting #3	<ol style="list-style-type: none"> 1. Presentation of overall Schematic Design 2. Focus on Family Resource Center 3. Feedback on specific topics 	November 2024
Additional Community and Teacher Meetings	<ol style="list-style-type: none"> 1. Additional input on more detailed items such as materials and finishes, cabinetry, door and window locations, interior design, equipment, etc. 	Q1 and Q2 2025



04

Next Steps

Next Steps

Quarters 3 and 4, 2024 *(July - December)*

QKA Team completing Schematic Design

Ongoing community engagement with the Garfield ES School community will continue throughout this period.

Quarters 1 and 2, 2025 *(January - June)*

QKA Team completing Design Development and Construction Documents

Quarters 3 and 4, 2025 *(July - December)*

CA Division of State Architect (DSA) review and approval of Construction Documents

Contact Information

All Community Input Session presentations, recordings, and a post-meeting QAs will be posted to the project page on the Oakland Built website.



PROGRAM EMAIL

ousdfacilities@ousd.org



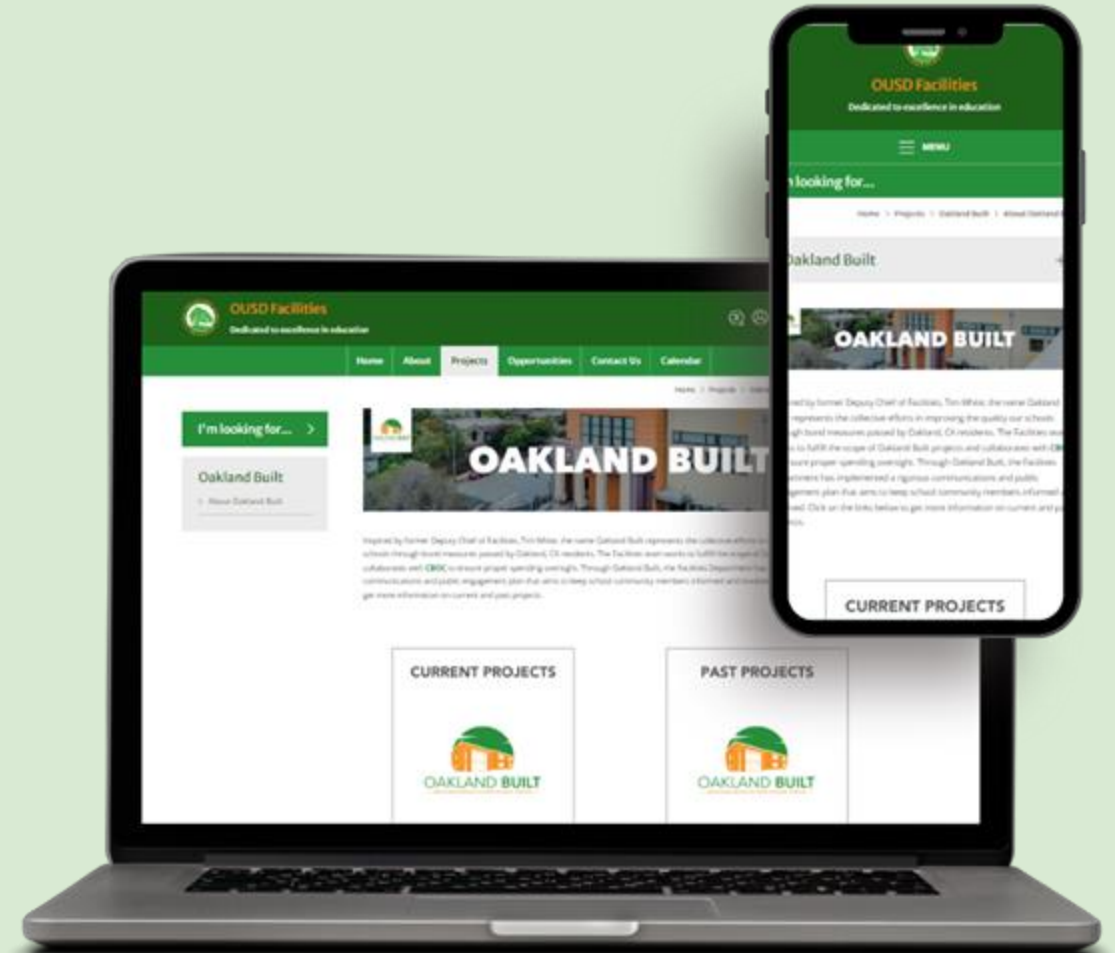
COMMUNICATION CONTACT

Ray Bermudez
Community Engagement Specialist
Ray.bermudez@ousd.org



WEBSITE

www.ousd.org/facilities



THANK YOU

Any Questions?

Additionally, for more information please reach out to:

Ray Bermudez

Community Engagement Specialist

Ray.bermudez@ousd.org

