Date: 09/04/2024
Time: 4:00 PM

ALAMEDA UNIFIED SCHOOL DISTRICT

Site/Design Committee – Meeting #6

Microsoft Teams Virtual Meeting

Attendees:

- Shariq Khan, AUSD: Chief Bond Officer
- Pedro Mora, AUSD: Construction Project Manager
- Bernadette Gard, AUSD: Construction Office Specialist
- Manya Morris, AUSD: Otis ES Office Manager
- Brian Dodson, AUSD: Otis ES Principal
- Amanda Gean, AUSD: Otis ES Speech & Language Pathologist
- Lisa Goodwin, AUSD: Otis ES Teacher

- Katie Honegger, Otis ES Parent
- Gregg Rubenstein, Otis ES Parent
- Amy Fischlin, Otis ES Parent
- Elizabeth Tran Wong, Otis ES Parent
- Chris McClurg, Otis ES Parent
- Felix Goebel
- Lilia Stoilova

- Mark Quattrocchi, QKA: Principal
- Joel Williams, QKA: Project Manager
- Avian Soupholphakdy, QKA: Project Architect

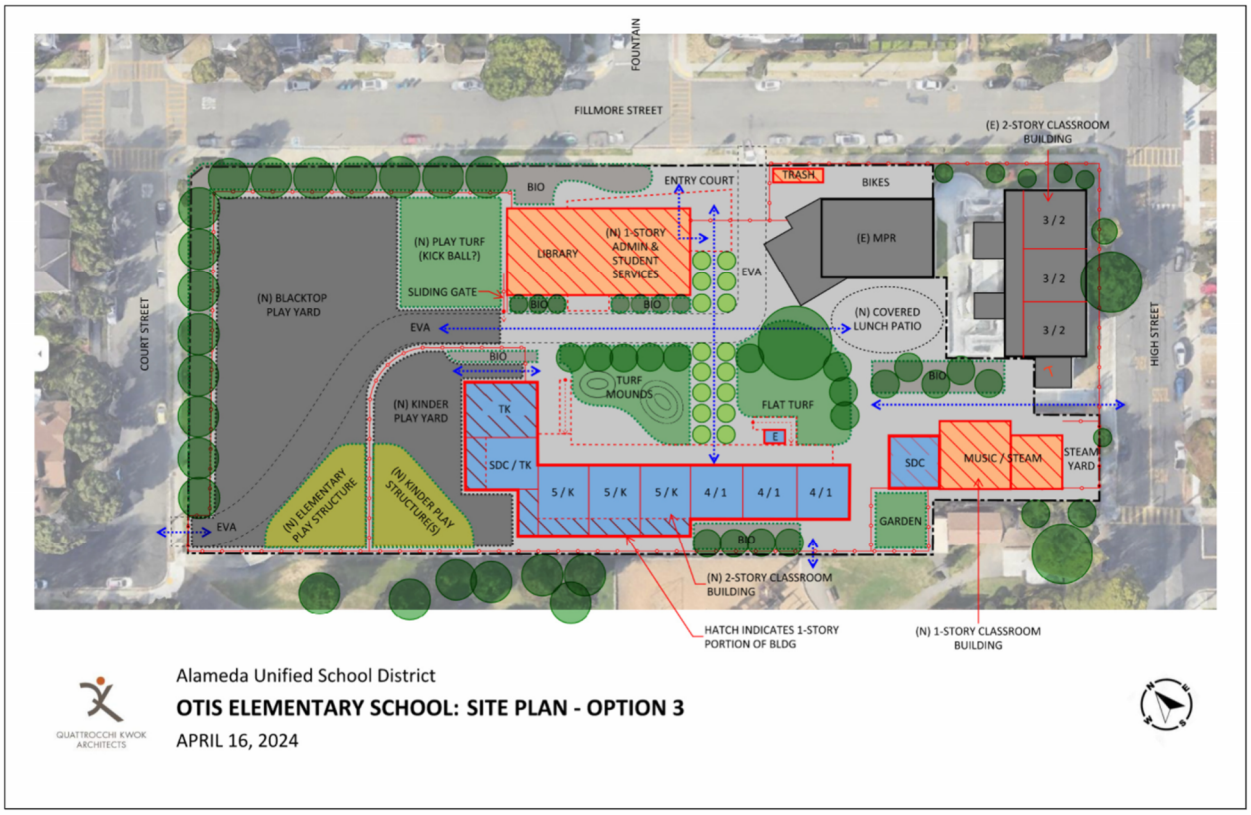
Distribution:
Email via District

Introduction

- Mark informed the committee that the design team and AUSD are completing schematic design and preparing to present to the School Board the schematic design on September 24th.
- Schematic design (SD) consists of general site plans and building plans. The SD site plans show conceptual site development and location of buildings on the campus. SD floor plans showing program spaces, such as admin offices, classrooms, media center, etc., and where they are located inside the building. SD plans do not show the details of where electrical outlets or equipment are located or the quantity. This level of information with be in the subsequent design development and construction document phases.
- A schematic design construction cost estimate was completed for Otis ES project by a professional estimator. The result of the cost estimate exceeded the District's construction budget.
  - Factors identified as contributors to overage were Covid-19 pandemic escalation, adding new transition kindergarten (TK) classrooms, and air conditioning (cooling) to the existing 2-story modular classroom building which were not in the original masterplan scope of work and budget.
- Value engineering exercise by the District project management team and design team resulted in the following options:
  - Defer the 1-story classroom building (Building C) to future project/construction and keep four existing portable classroom buildings.
    - Gained one additional classroom since Building C contained only 3 classrooms.
  - Retain TK classrooms (two total).
  - Keep scope of work to add air conditioning in existing 2-story modular classroom building.
  - Retain repainting of the existing multi-purpose building and 2-story modular classroom building.
- Katie asked what is the cost difference between the SD estimate and the budget? Joel replied it's around $7 million over the budget.
- Lisa asked if the SD estimate a "locked cost". Mark replied that the estimate is not locked in a construction bid cost. Actual construction cost bids typically occur after the project is approved by the Division of State Architect (agency having jurisdiction).
- Katie commented that "deferred means it's not going to happen" and asked, "how can the classroom building be incorporated into the next bond measure so we can get it and not lose it?" Shariq replied that if we can get matching funds sometime in the future, it may be a possibility for a classroom building, and by leaving the portable buildings in place where future construction can happen in the location.

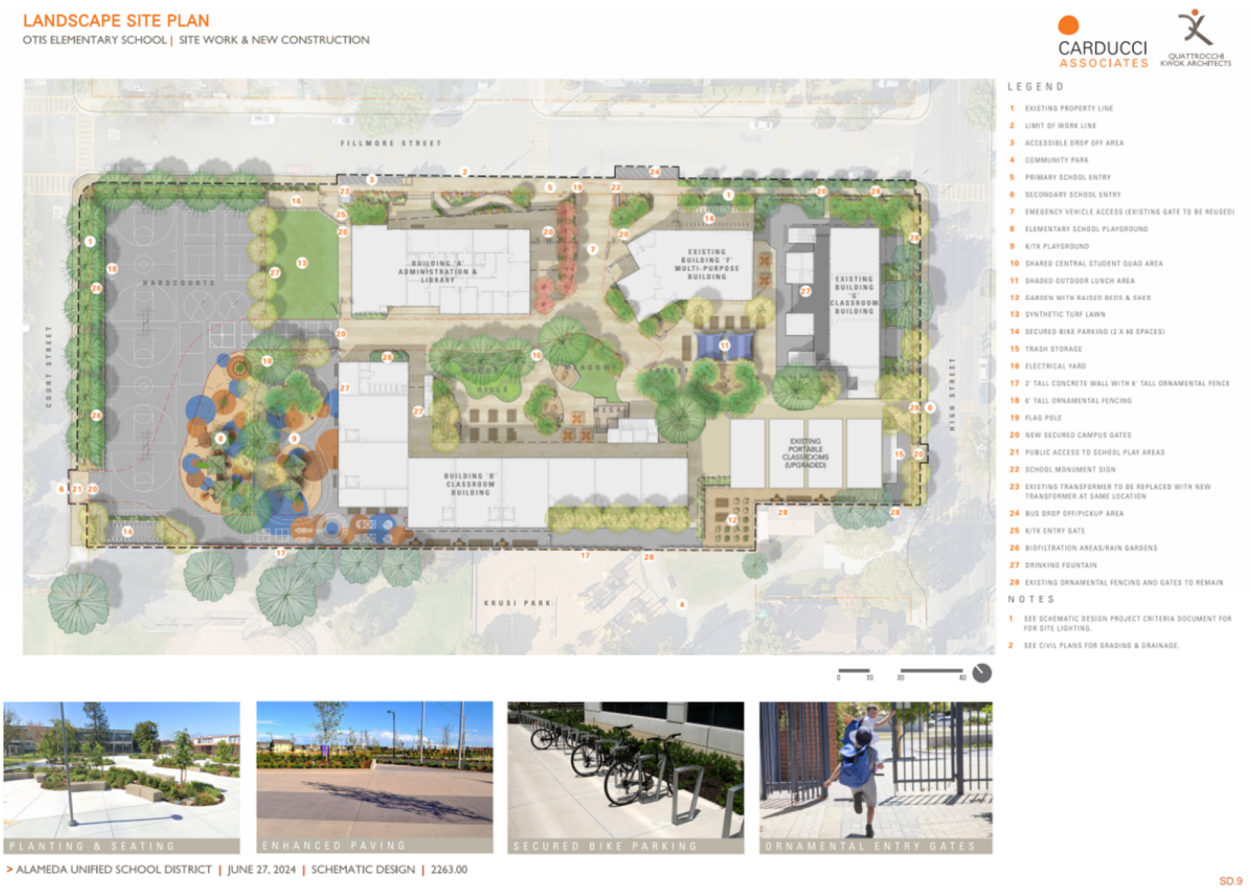
Review Previous Site Plan

- QKA reviewed the previous site plan below as a refresher. Consists of new administrative/media center building, new 2-story classroom building, new 1-story classroom building, new blacktop play area and TK/K play yard, academic quad & courtyard, shade structure, student garden and secure decorative perimeter fencing. Existing MPR building and 2-story modular classroom building to remain.



Review Proposed Schematic Design Site Plan

- QKA reviewed proposed site plan below that consists of new administrative/media center building, new 2-story classroom building, new blacktop play area and TK/K play yard, academic quad, shade structure, student garden, and decorative perimeter fencing and gates to secure the school campus.



- Accessible ramp, wide stairs, and Admin building broad canopy at the main entry provides a sense of arrival and identity.
- Access to campus during school hours is through admin lobby/reception.
- The existing multi-purpose building, 2-story modular classroom building, and four portable classroom buildings will remain.
- The cluster of new buildings with existing buildings creates a sense of community.
- TK & Kindergarten are centrally located and part of the community with other grades.
- An academic quad with shade trees, seating, small & large gathering spaces, and outdoor learning areas.
- Blacktop playground with multiple courts and games striping.

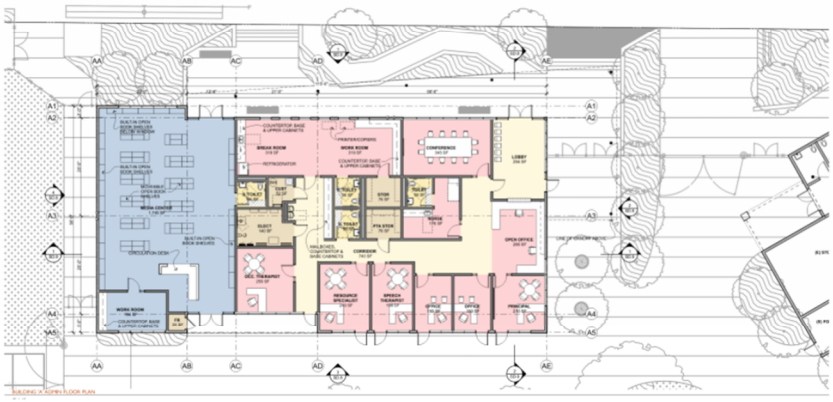
- Age-appropriate outdoor play structures for TK/K and upper graders.
- Keeping (4) portable classrooms and deferring 1-story classroom building
  - Katie asked if there's a covered connection from the portables to the other classroom buildings and if the garden is going away? Mark replied that there is no covered connection, but the existing portables are close and only around 20-feet away from the other buildings. The garden is not going away.
  - Can existing portables be replaced with new portables? Mark answered that Districts have refurbished other portables in their school districts and it could be a possibility.
  - It was mentioned that the existing portable buildings' air conditioning doesn't work well. QKA and District team will investigate the air conditioning issue.
  - QKA to explore an option of adding a new continuous landing/platform in lieu of keeping the existing individual landings at each portable building.
- Katie commented that storage is needed, and it appears not to be provided with this change. Mark replied that this change provides one extra classroom and that could be used for some storage space. Another option is that the existing break-out room in the 2-story classroom building could potentially be used for art office/storage space. PTA storage is still being provided in the Admin building.
- Lisa asked if the existing multi-purpose building could be replaced with a larger multi-purpose building. Shariq replied that the multi-purpose building cannot be replaced with a larger one because it's not part of the bond and there's no funds for a new multi-purpose building. It was reiterated that the school site is small, and we need to be efficient on how the site is being used and laid out.

Review Building Plans

- QKA reviewed Admin / Media Center building floor plan below to confirm the right spaces and relationship between them are correct.

BUILDING 'A' ADMIN FLOOR PLAN

OTIS ELEMENTARY SCHOOL | SITE WORK & NEW CONSTRUCTION



> OTIS ELEMENTARY SCHOOL | JUNE 27, 2024 | SCHEMATIC DESIGN | 2263.00

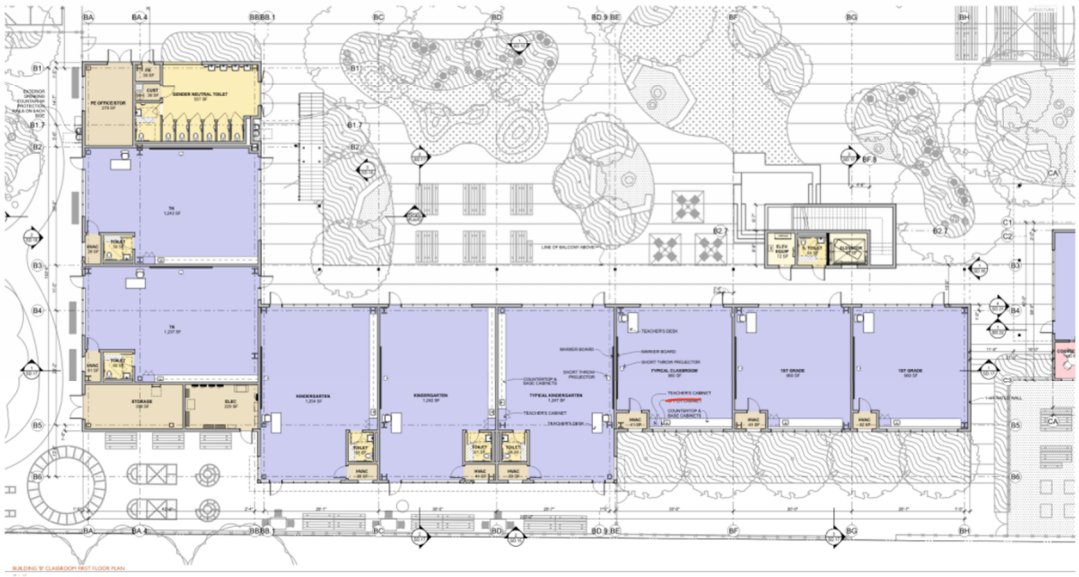
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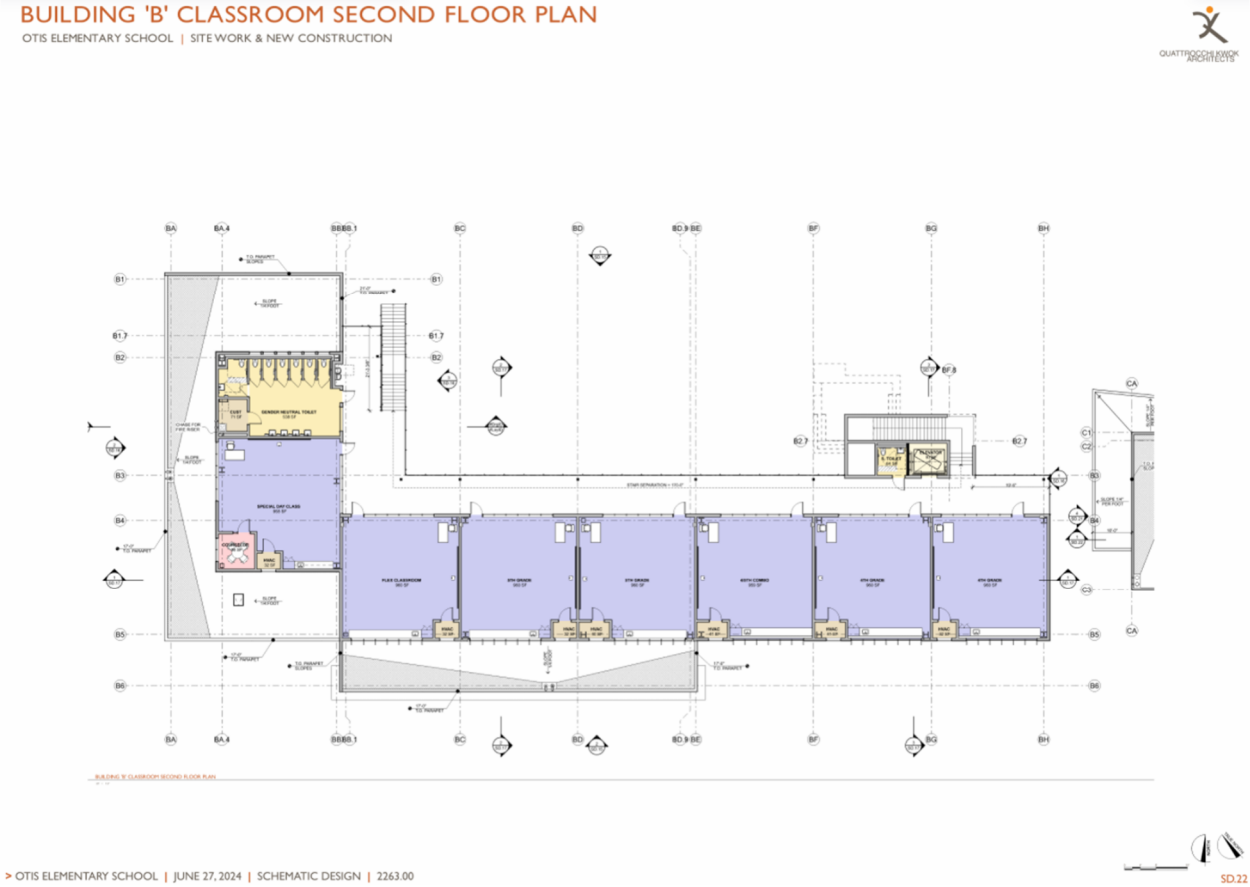
- Principal's office at corner location to allow for great supervision and visibility.
- Offices for Resource Specialties, Speech Therapists and others are provided with an exterior door as requested in the previous meeting.
- CEC counselors are in the SDC classroom as requested in the previous meeting.
- A combined break room and workroom space have been provided as requested in the previous meeting, but it can be separated by a demising wall if this is wanted in the future.
- General items and spaces in a typical library, such as circulation desk, fixed bookshelves, a workroom to repair books, and a librarian office are currently provided in the Medial Center. QKA haven't met with the school librarian yet and will do so in the future to discuss equipment, furniture (stacks, tables & chairs), specific needs (secured storage), and fine-tuned the room layout.

- Brian asked about sound mitigation of the west exterior wall of the Media Center that is next to the play yard. QKA will consider acoustic provision in developing the design of the wall assembly to address noise transmitting concern.
- The exterior west wall of the Media Center is currently solid and has no openings because of tall bookshelves. Felix commented that this makes the interior space a little darker. Joel replied that high windows could be added to bring in natural daylight or skylights (solatubes) could also be provided for some daylight.
- Anna Leah commented in favor providing high windows for natural daylight and that a solid wall would not be attractive even if it there were trees or plants in front of it.
- QKA reviewed the 2-story classroom building floor plans below to confirm the right spaces and relationship between them are correct.

BUILDING 'B' CLASSROOM FIRST FLOOR PLAN

OTIS ELEMENTARY SCHOOL | SITE WORK & NEW CONSTRUCTION





- TK, Kindergarten and 1st grade classrooms are located on the ground floor and have direct access from the site. 4th and 5th grade classrooms are on the 2nd floor. 2nd and 3rd grade classrooms are in the existing 2-story modular classrooms.
- An independent HVAC system is provided for each classroom per District's standard. The heat pump system uses electricity and no gas. No centralized rooftop system.
- Lisa asked why the cabinets don't go to the ceiling to gain more storage space. Joel replied that the cabinets are 7 feet tall and that any storage higher would not be reachable by a person.
- Brian would like a comparison between new storage spaces versus existing storage spaces in the classrooms to determine that less storage will not be provided.
- Lisa commented that there are a lot of textbooks and storage of them is huge.
- Lisa asked if electrical outlets are provided that won't require use of extension cords? Joel replied that power outlets are spread throughout on all the walls. The teaching wall with wall mounted projector is stationary, but the teacher's desk will be mobile and can move to wherever the teacher wants it.
- Shariq commented that fixed site-built storage is expensive and if additional storage is needed, then it will become a furniture solution.

- A teacher's cabinet (4' wide by 7') is provided in each classroom.
- Shariq questioned if the countertop and base cabinet in the classrooms should not run continuous to the wall, but instead be reduced to allow for furniture so that it's more flexible for additional storage options. Lisa and Amanda replied that they prefer the built-in base cabinet with a countertop because furniture for storage is not always guaranteed. Felix commented that built-in quality storage cabinets will last, whereas purchased furniture from IKEA or someplace won't last long.
- The gender neutral restroom is an inclusive space that welcomes everyone. Private toilet rooms and handwashing in the public space provides for better supervision.
    - Amy asked any concerns about students having privacy. Joel replied that each of the toilet rooms with full-height walls are more private than toilet partition stalls. A larger toilet room is provided with a sink and feminine product dispenser inside for more privacy for girls going through period experience.
- Mark commented that gender neutral restrooms were a District wide conversation and decision. The gender neutral model shown in the floor plans was unanimously approved by the District committee involved.
- Gender neutral restroom in the new classroom building received thumbs-ups from the attendees.
- A request was made to relocate the CEC counselor's office so that a separate exterior door may be added for outdoor access in lieu of going through the Special Day Class.
- Lisa asked if the classrooms on the ground floor of the new building have outdoor patios like the classrooms in the existing classroom building. Joel replied that the standard classrooms on the ground floor of the new building only have doors to the quad side for access to small outdoor gathering areas.
- Amy asked if the classrooms would have carpet. Joel replied that carpet is not the district's standard for classroom. Resilient flooring is the standard for classroom and what will be provided.
- Felix asked if soil testing on this site have been done to determine if there's any issues/hazard materials that could kill the project. A soils report was done on the site when the 2-story modular classroom was constructed. A Geotech Report for this project is currently being prepared by a geotechnical engineer.

Preliminary 3-D Renderings

- QKA shared three preliminary exterior renderings below that are being developed for School Board presentation on September 24th.







- Mark commented that the building colors and exterior materials are not final. There will be a whole separate meeting and conversations about colors in the future. The building paint color and materials (cement plaster & horizontal siding) shown are picked up from the existing 2-story classroom building that is to remain.
- Amy commented that a great job was done on the natural elements, however there are “hard angles that doesn’t feel human and soft”.
- Lilia asked, are there schematic landscape plans? Mark replied yes but no plantings had been selected. Lilia suggested an idea of a central tree or a landscape feature for gathering and organizing. QKA is intrigued by a central tree idea and will share it with the landscape architect.
- Amy commented that the buildings have lots of windows and if there will be blinds to control light. Joel replied that the plan is to provide window shades and not blinds for glare protection. Window shades will not provide black-out so there’s visibility for supervision and security.
- Are there lights in the quad? The renderings don’t show lighting yet, but there will be light posts in the quad and wall mounted lights on the buildings.
- Next iterations of renderings will include kids and teachers to bring more life to the images.

Other Discussion Items

- Felix asked if an overall project schedule had been established. Joel replied yes and the plan is for Otis ES to move to a temporary campus in two years while construction is in process. Wood MS is currently occupying the temporary campus while construction is occurring on its site.

Next Steps

- QKA to email renderings to AUSD team & Principal Dodson.
- QKA to email meeting notes to AUSD team for distribution.

End of Notes