



OUSD Facilities Planning & Management presents

Garfield Elementary Capital Bond Modernization Project

Community Engagement Meeting
December 12, 2024



Meeting Outcome

1. Share updates from end of Schematic Design (SD)
2. Discuss future community engagement

Agenda

1. Project information and schedule
2. Building layout and design
3. Next steps



01

Project Information

Garfield ES Capital Bond Project Overview

PROJECT TYPE: Modernization

PROJECT PHASE: Design

PROJECT TEAM:

John Esposito, Project Manager

Daniel Ortiz, Project Engineer

PROJECT BUDGET: \$56,700,000

ARCHITECT: Quattrocchi Kwok Architects (QKA)

CONST. MGR.: Victor Manansala

CONTRACTOR: Lease-Leaseback selection in process

Estimated Project Schedule

Planning: Q2 and Q3 2024

Design: Q3 2024 – Q2 2025

LLB Selection: Q4 2024

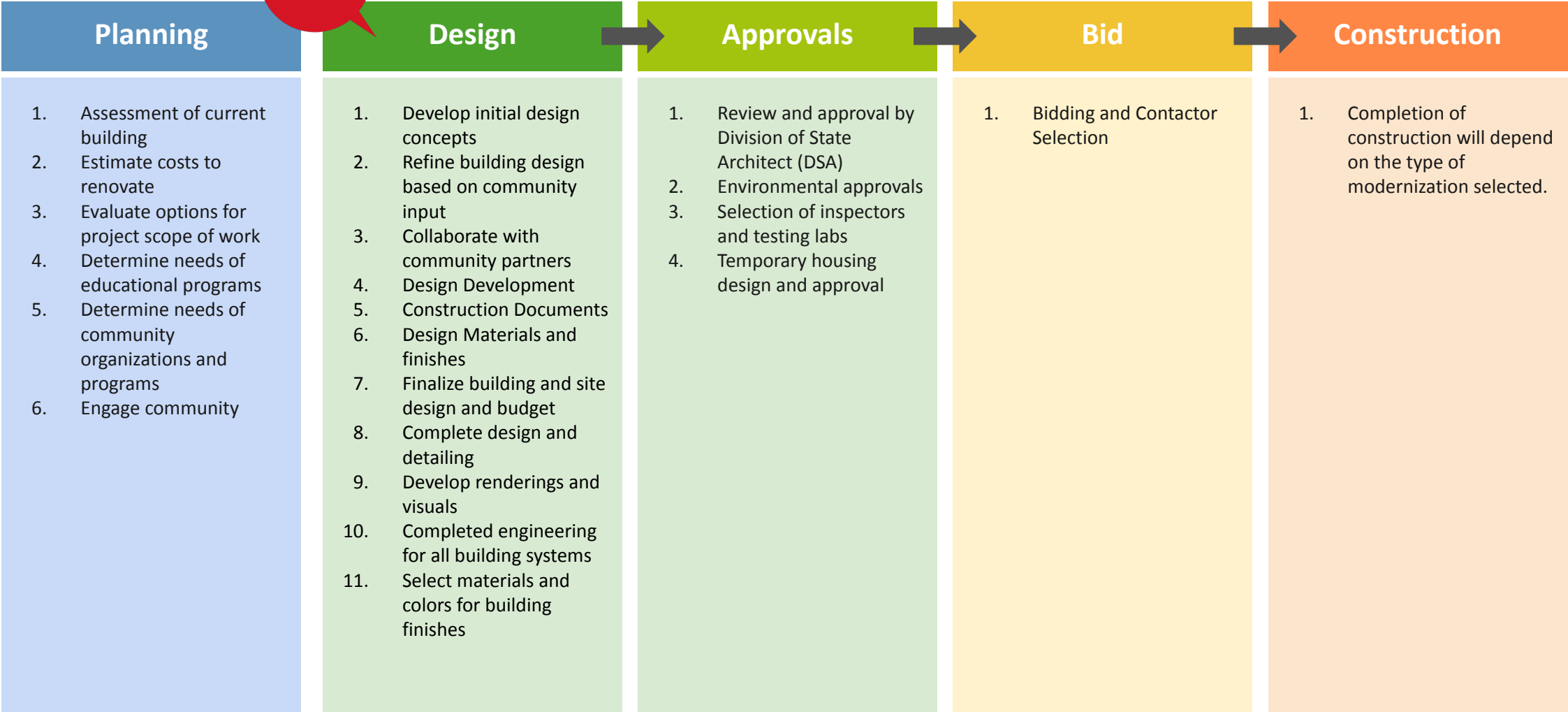
Bidding Period: Q1 2026

Construction Period: Q2 2026 – Q4 2027

Completion: Q4 2027

Project Schedule

YOU ARE
HERE



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

YOU ARE HERE

- ❑ 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.

A photograph of a classroom during a lesson. A teacher stands at the front, pointing at a whiteboard. A student in an orange shirt stands near a large yellow poster on the right. Other students are seated at desks. The room has large windows with blinds, fluorescent lights, and various educational materials on shelves and walls.

02

Design Progress for the Garfield Elementary School Building

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.

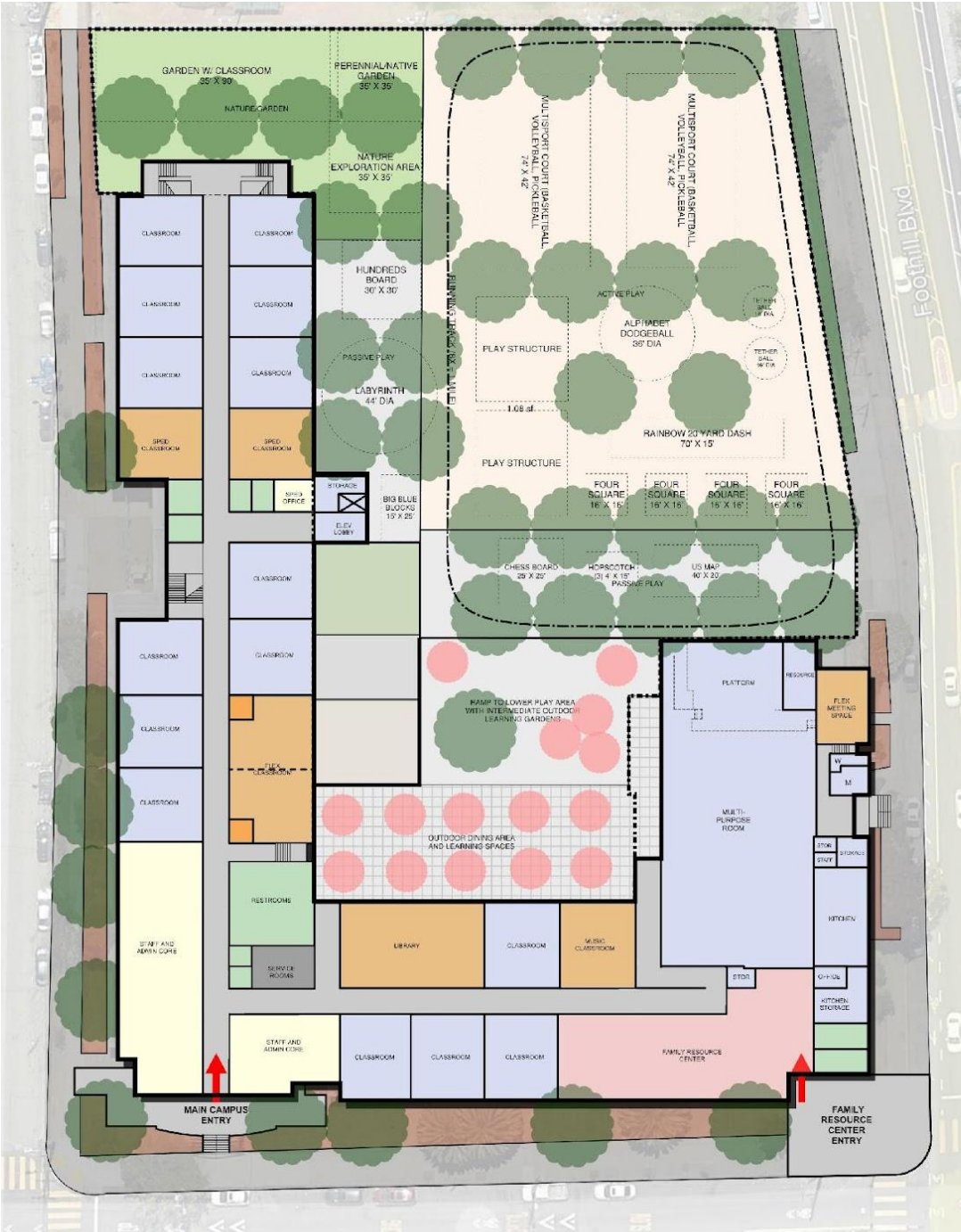
Project Context



LOWER LEVEL AT BLDG A & B



LOWER LEVEL AT BLDG C

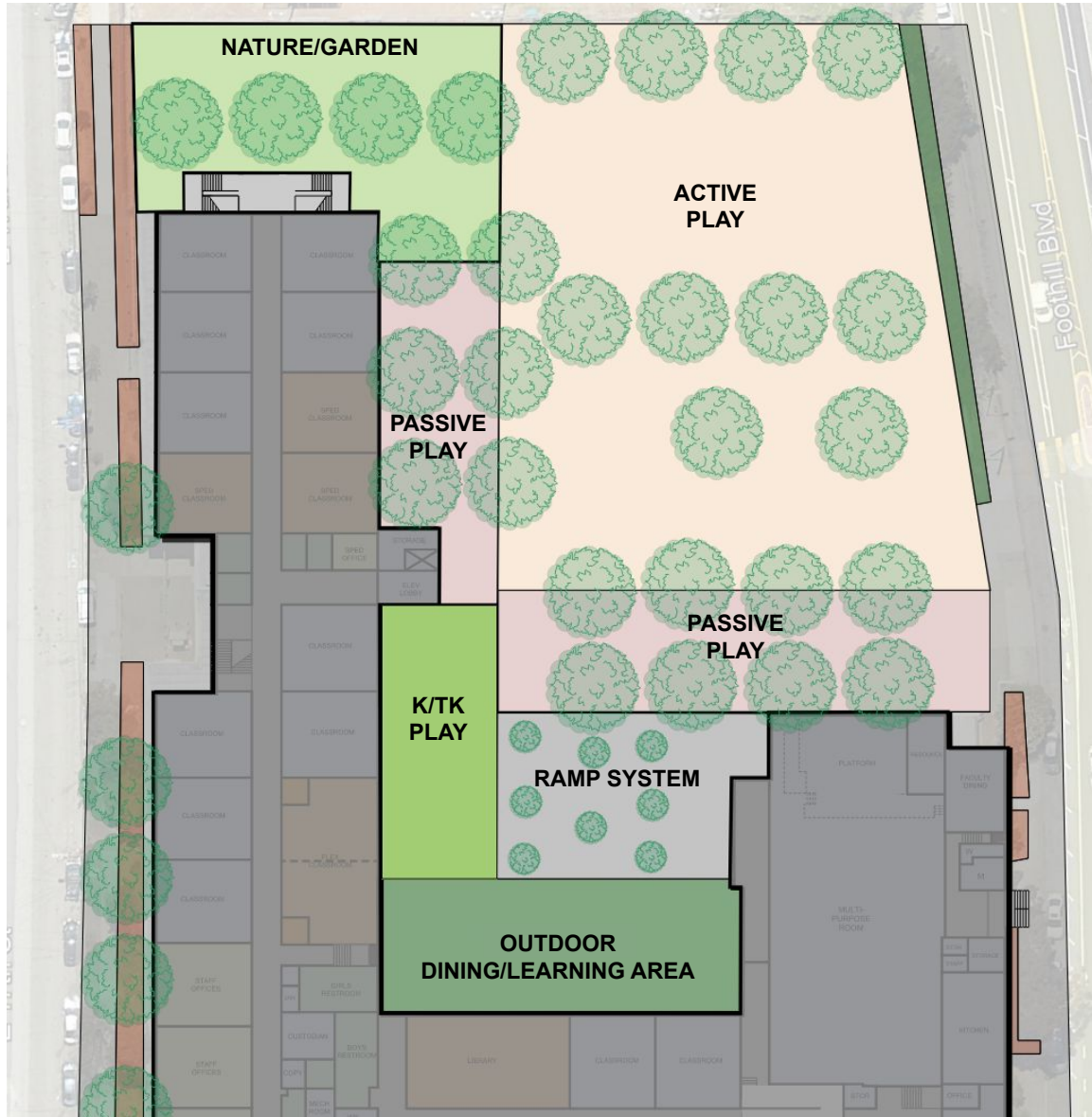


Key Planning Phase Decisions



- Modernize the whole school to address infrastructure issues
- Do not demolish and replace any part of the building due to budget constraints
- Re-configure spaces to better meet educational needs:
 - Transitional Kindergarten
 - Music and Art Classrooms
 - Flex Classroom
 - Expanded Library
- Expanded Family Resource Center
- Re-developed courtyard and playground
- Temporary housing on field to construct in one phase

Scope of Work: Outdoor Learning and Play



- Safe bike parking for the faculty and students
- New accessible play structures
- New accessible ramps at courtyard to connect classrooms to playground
- Access to nature throughout play areas
- Options in levels of social interaction, from active play, to individual activities

Preliminary Rendering of Courtyard and Playground

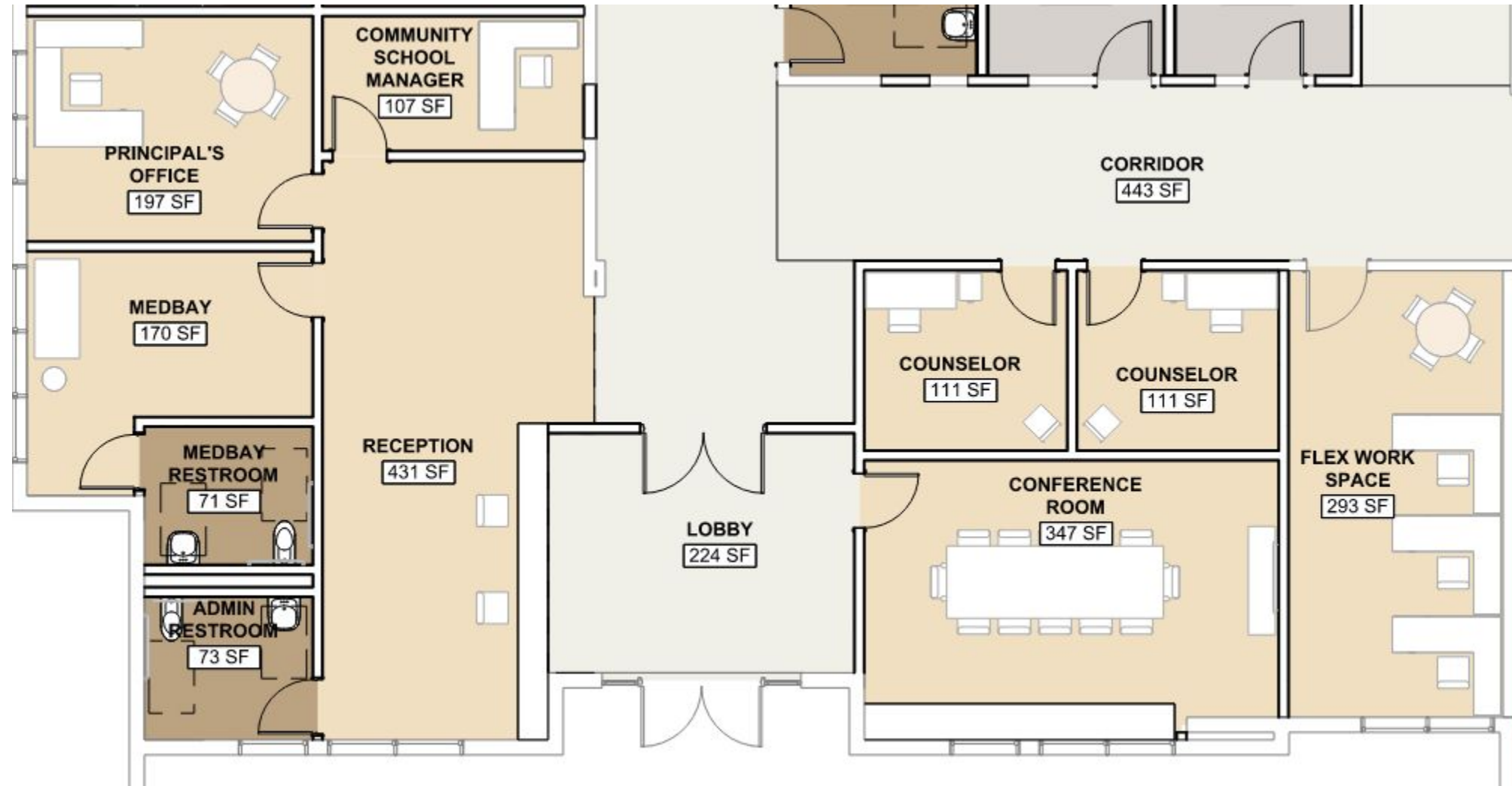


General Modernization Scope

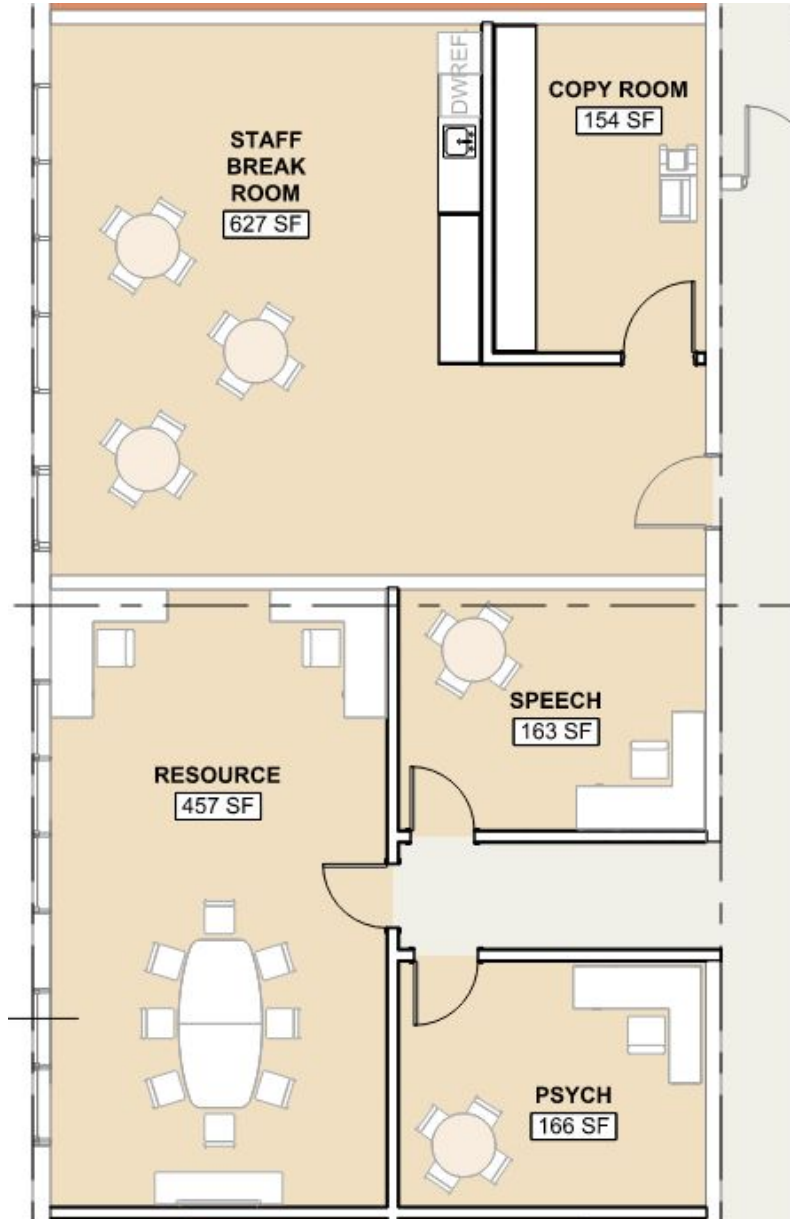
- Structural upgrade of all buildings
- New windows in Building B Classrooms
- Replacement Mechanical with AC
- New wall, floor and ceiling finishes
- Roof replacement
- Replace water pipes
- Exterior paint



Admin and Staff Core



Admin and Staff Core



Reference imagery



Preliminary Rendering of Building Lobby and Entry



Community Input



<https://www.menti.com/al2r5kww648p>

Inclusive Restrooms

Challenges with traditional Boy's and Girl's Restrooms:

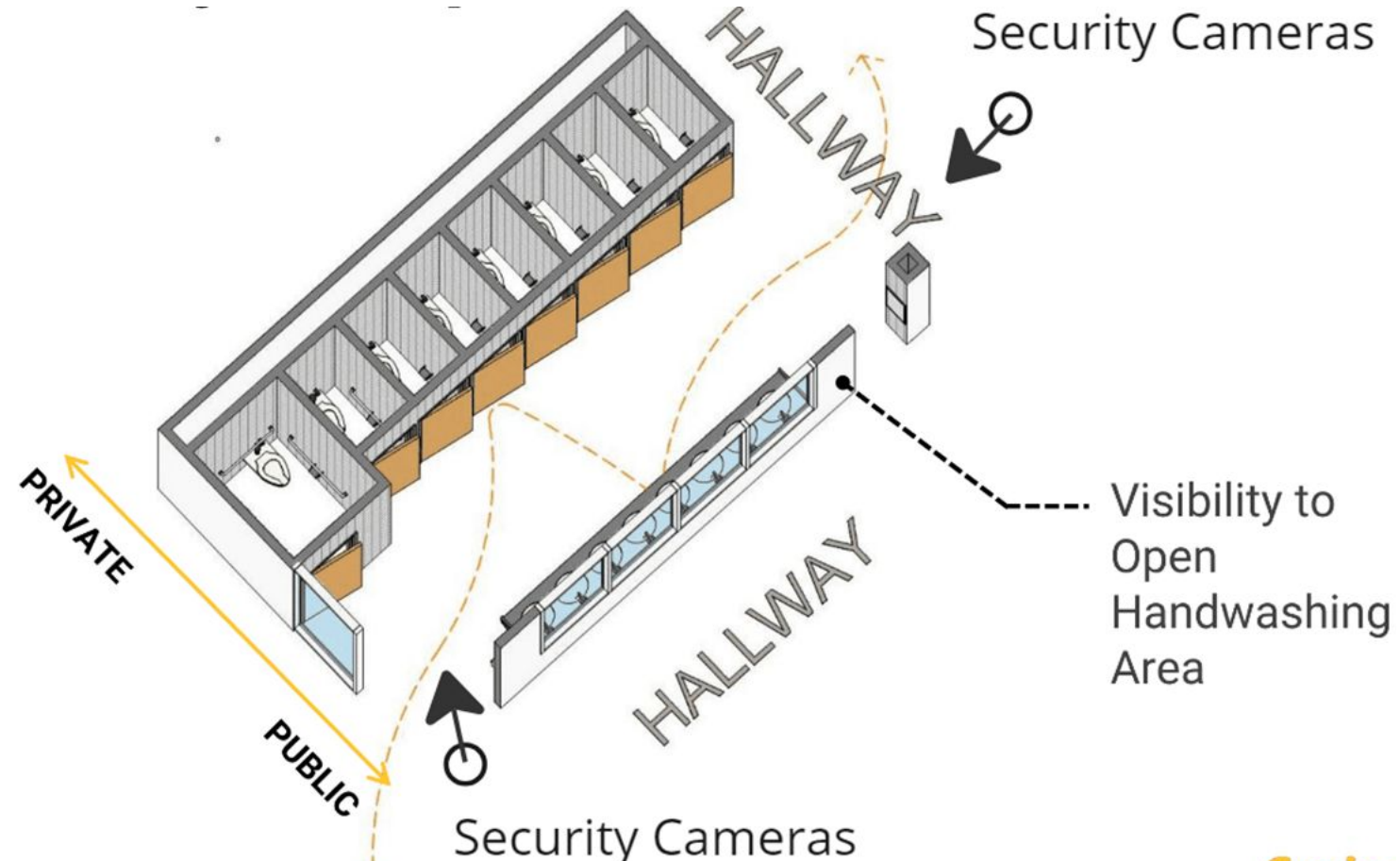
- Lack of supervision can lead to space for bullying, vandalism and other misbehavior
- Insufficient privacy is a problem for many students leading to not using the restroom at school
- Not inclusive of students of all gender identities and expressions



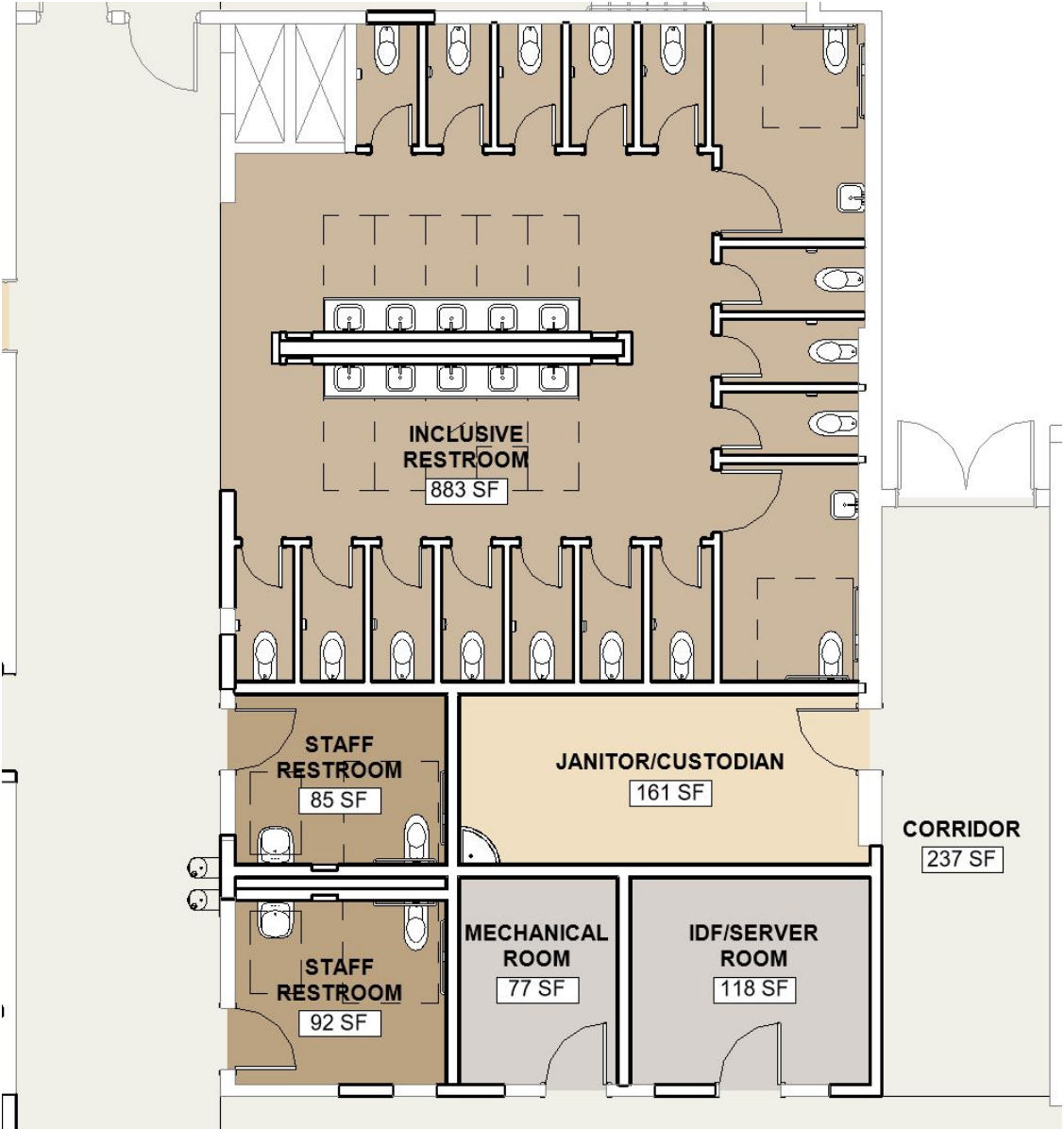
Inclusive Restrooms

Goals of Inclusive Restrooms

- Improve supervision of area outside of toilet stalls
- Increase privacy of individual toilet stalls so students are more comfortable using the bathroom at school
- Create restrooms that work for all students and are not associated with gender identity or expression



Inclusive Restrooms



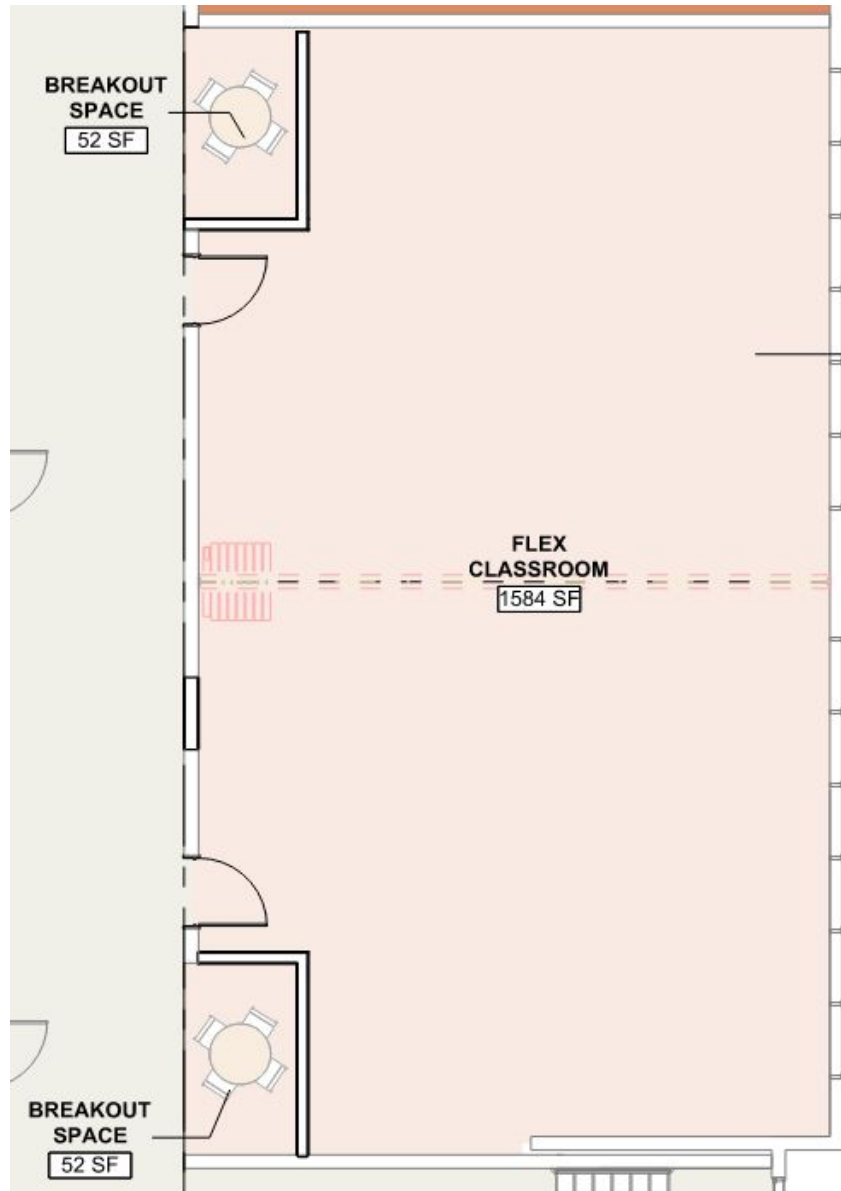
Reference imagery



Preliminary Rendering of Hallway and Restrooms



Flex Rooms and Breakout Spaces



Reference imagery



Flex Rooms and Breakout Spaces

Reference imagery

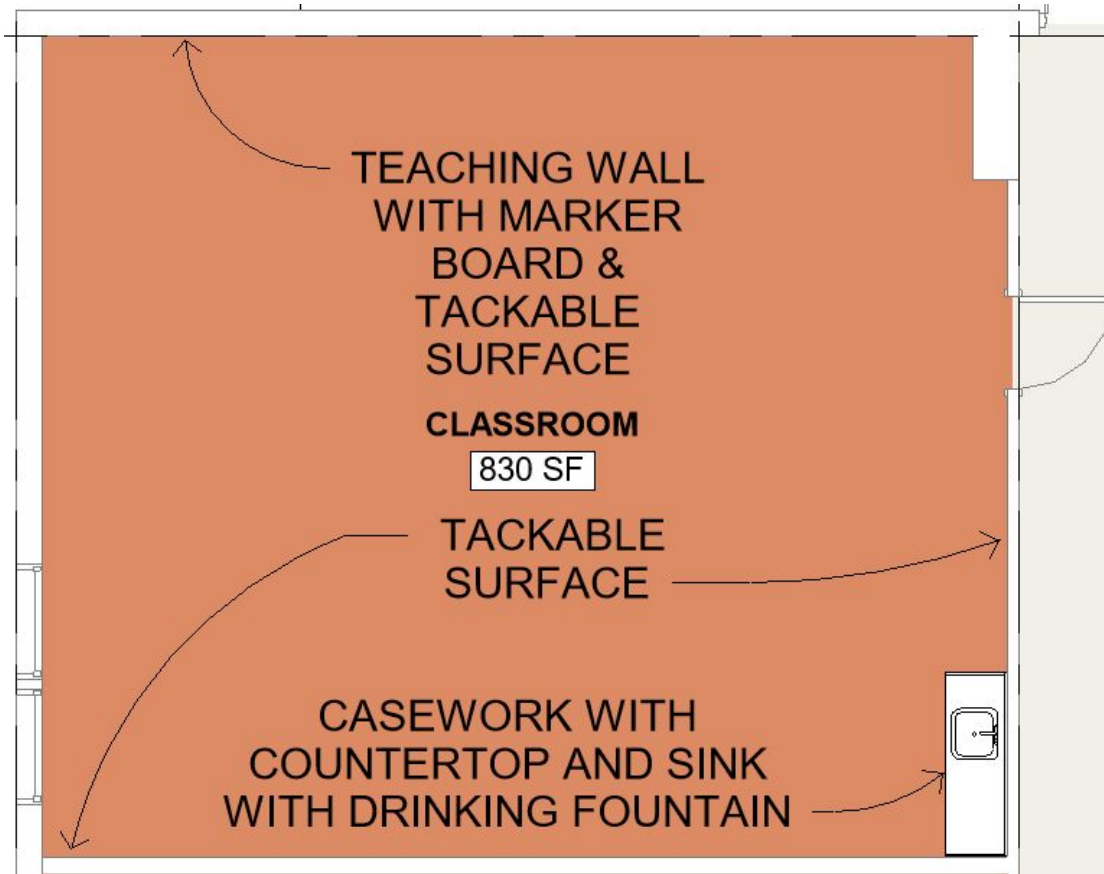


Community Input



<https://www.menti.com/al2r5kww648p>

Typical Classrooms



- Updated finishes and ventilation
- New teaching walls and tackable surface
- Flexible furniture with movable chairs and tables
- Movable storage furniture
- Provides more flexibility to teachers to reconfigure classroom for different lessons
- More flexibility in use of classrooms over time
- Lower cost

Typical Classrooms

Reference imagery



Preliminary Rendering of Classrooms



Family Resource Center



Family Resource Center – Reference Images

Reference imagery



Preliminary Rendering of Family Resource Center Entry



Preliminary Rendering of Family Resource Center



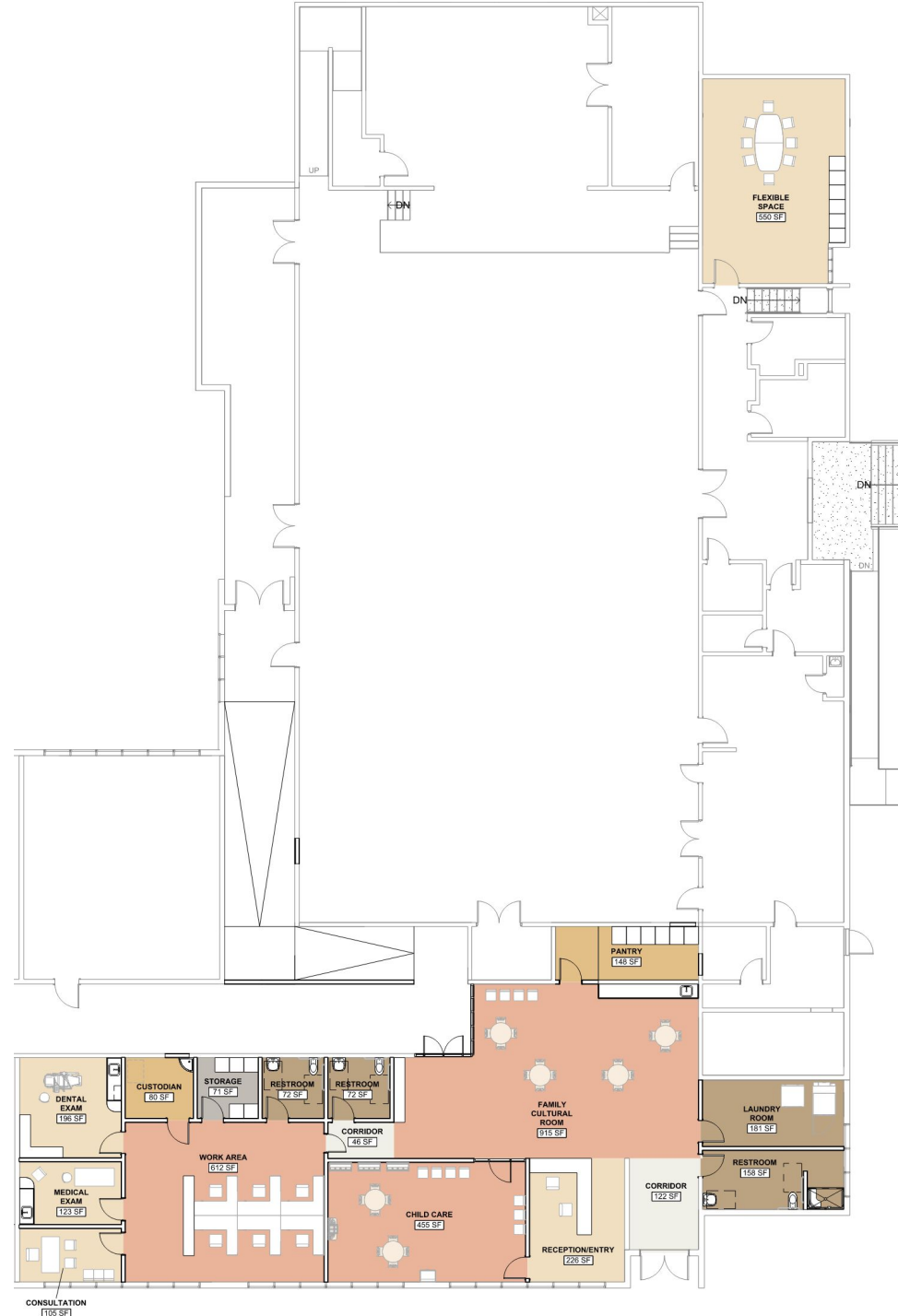
Community Input



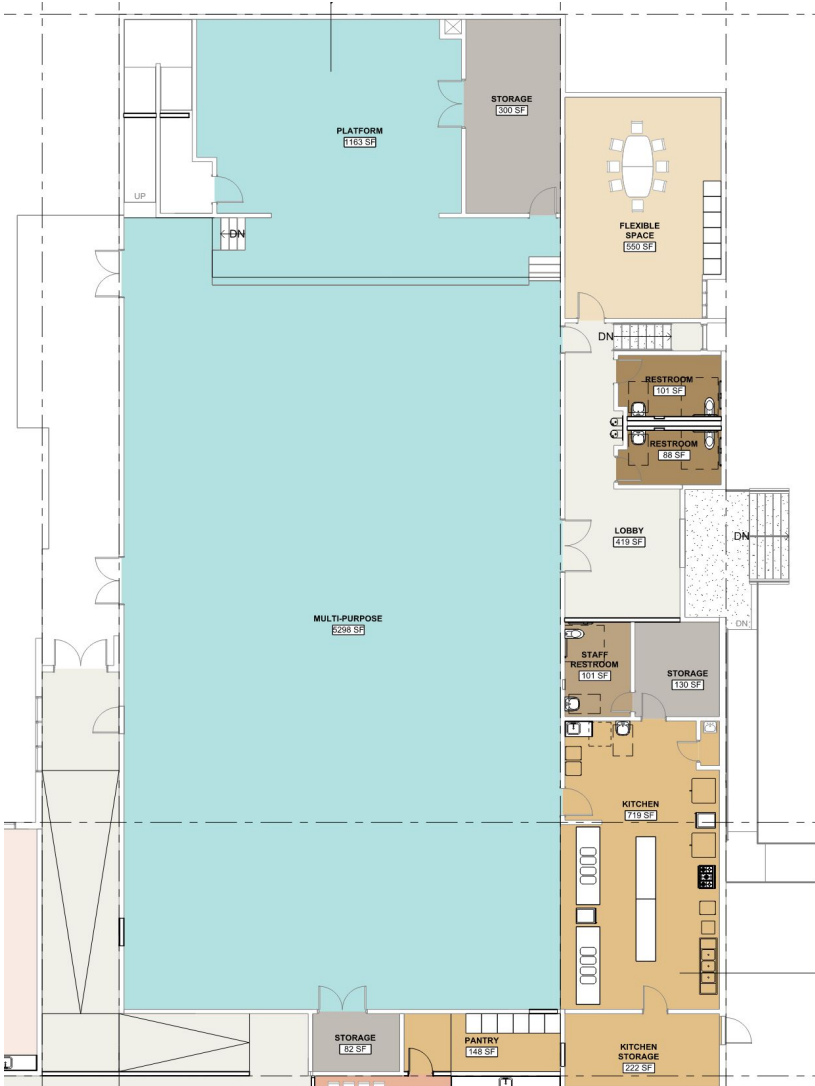
<https://www.menti.com/al2r5kww648p>

Additional Flexibility

- Flexible Meeting Room at southwest corner of MPR could be used for meetings and/or Pre-K
- Expanded Library can be used for community events and meetings
- Flex Classroom could be used for other special programs or events



Multi-Purpose Room



- Structural repair and upgrade including floor and entry roof
- New wall, floor and ceiling finishes
- Replace wheelchair lift with ramp to improve access from the rest of the school
- Renovated Kitchen with new serving windows
- New Sound and lighting systems for Stage
- Upgraded Mechanical system with air conditioning

Showcasing Diversity, Inclusivity and Ownership

Reference imagery



Showcasing Diversity, Inclusivity and Ownership

Reference imagery



Activities in Progress

Temporary Housing

Developing a temporary housing layout and strategies, including using adjacent park, to ensure safe, secure, and functional learning spaces for students during construction.

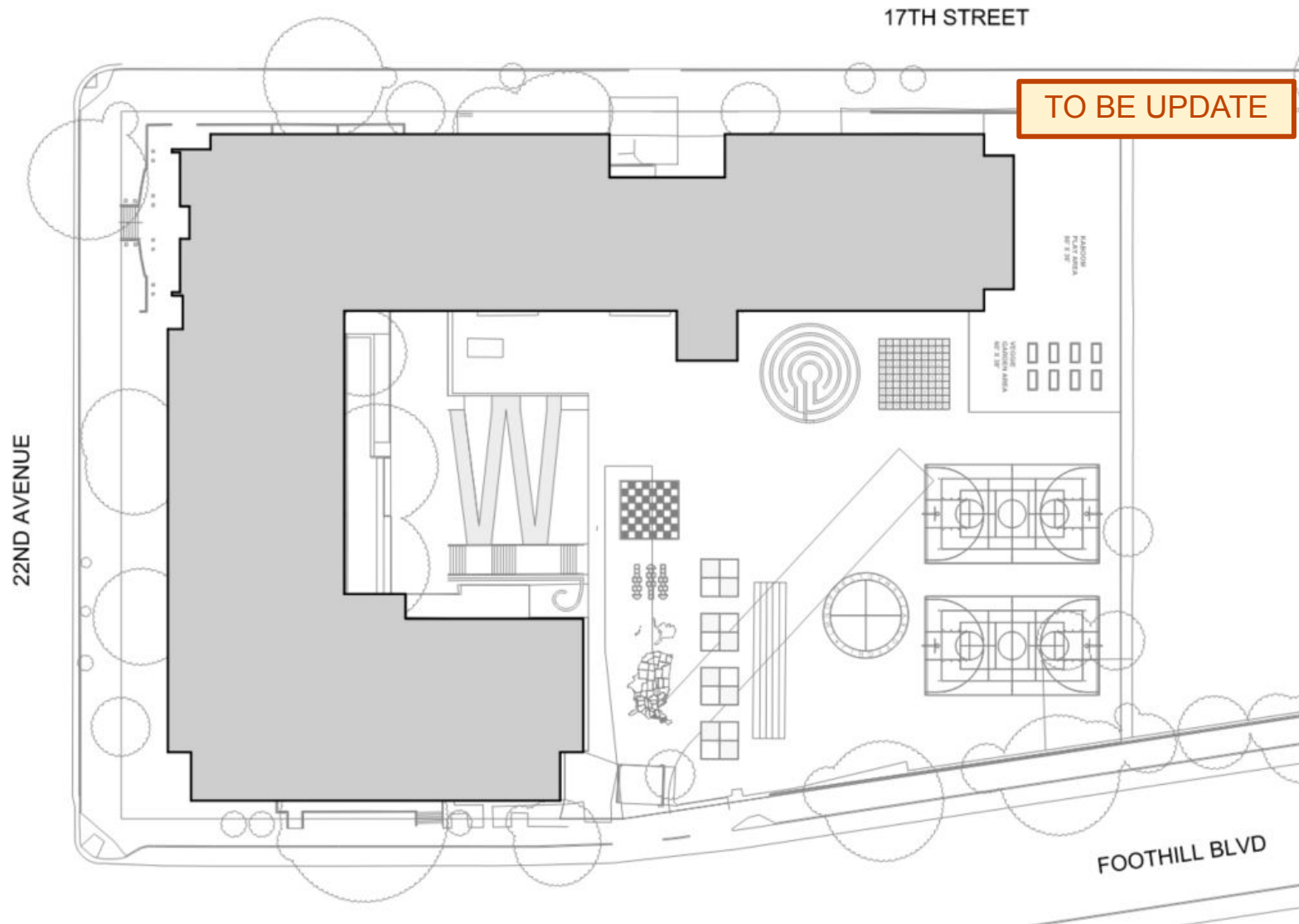
Green Schoolyards

Working with non-profit partners to develop outdoor environments for learning and playing to be used during and after construction.

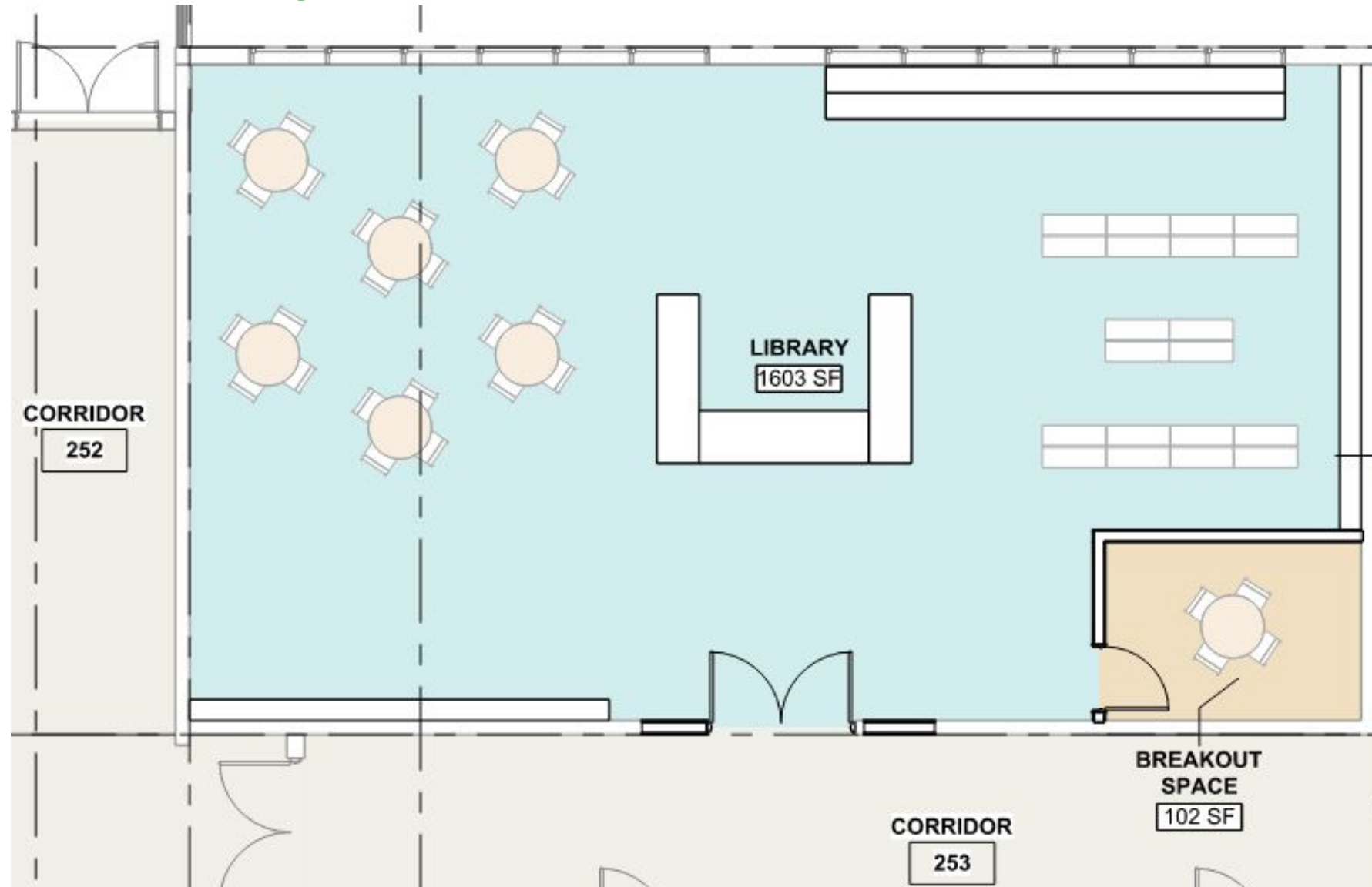
Contractor Selection & Construction Logistics

Currently in the process of procuring lease-leaseback contractor. Will collaborate on construction logistics to ensure safety, efficiency, and reduced impact during the school year.

Outdoor Learning Environment



Expanded Library



Expanded Library – Reference Images

Reference imagery





03

Next Steps

Next Steps

Quarter 1, 2025 *(January - March)*

Project Team completing Design Development and Construction Documents

Additional Community and Teacher Engagement Meetings to review design and gather feedback

Student Engagement session(s) to allow students to participate in design development of one or more components of the project such as play areas, library, displays showcasing diversity/inclusivity/ownership

Quarter 2, 2025 *(April - June)*

Project Team completing Construction Documents and submitting to CA Division of State Architect (DSA)

Quarter 3, 2025 *(July - September)*

CA Division of State Architect (DSA) review of the project

Quarter 4, 2025 *(October - December)*

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

Expected DSA Approval in early 2026

Proposed Next Steps - Project Engagement

Meeting	Main Agenda Items	Date
Community Meeting #3	1. Presentation of overall Schematic Design 2. Focus on Family Resource Center 3. Feedback on specific topics	December 12, 2024
Additional Community and Teacher Meetings	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
Student Engagement Meeting	1. Present design progress to students 2. Have students participate in design development of play areas, library, showcasing diversity/inclusivity/ownership	Q1 and Q2 2025

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

Oaklandbuilt@ousd.org



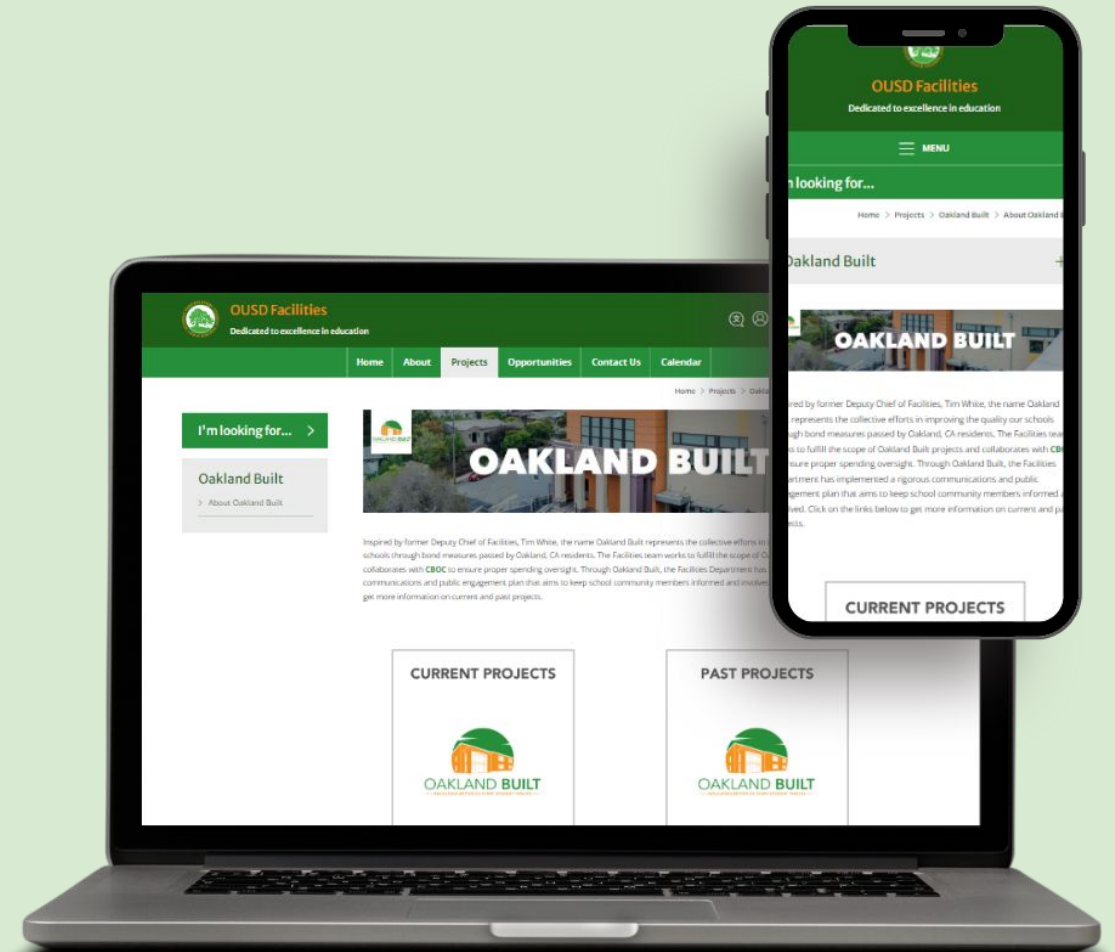
COMMUNICATION CONTACT

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Ray.bermudez@ousd.org



WEBSITE

www.ousd.org/facilities



THANK YOU

Any Questions?

Additionally, for more information please reach out to:

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SCHOOL DISTRICT**
Community Schools, Thriving Students

